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ABSTRACT

As the need for manpower research and demonstration efforts increases, and technical demands on these programs rise, the necessity of a comprehensive monitoring and technical assistance project becomes apparent. This project attempted to develop monitoring and assistance mechanisms, and management information systems for 12 programs under Office of Economic Opportunity contract. After describing generally the design and execution of the Technical Assistance Plan, the report describes briefly, with recommendations, the planning and operation of each of the programs served by the project. (BH)

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PTTA

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ED052322

FINAL REPORT

FOR

OFFICE OF ECONOMIC OPPORTUNITY

MONITORING OF AND
TECHNICAL ASSISTANCE TO
RESEARCH & DEMONSTRATION MANPOWER

Contract No : B99 - 4963

PACIFIC TRAINING & TECHNICAL
ASSISTANCE CORPORATION
2556 Grove Street
Berkeley, California 94703

June 30, 1970

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PTTA

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Manpower Development, Research, Program Evaluation
System Analysis, Management, Technical Assistance, Training

OTHO J. GREEN
President

June 30, 1970

Mr. Ralph Howard
Contracting Officer
Office of Economic Opportunity
1200 19th Street, N.W.
Washington, D.C. 20506

Re: Contract No. B99-4963
"Monitoring and Technical Assistance to CAP/R & D Manpower Programs"

Dear Mr. Howard:

In accordance with provisions of the above--identified OEO Contract, the Pacific Training and Technical Assistance Corporation (PTTA) is submitting fifty (50) copies of the required Final Report.

This report covers the full range of services provided by PTTA staff, and completes all work to be performed under Contract No. B99-4963.

We will be glad to make ourselves available to answer any questions that you may have regarding any portion of this document.

Sincerely,

Otho J. Green (mlg)

OTHO J. GREEN
President

cc:
Cleveland Thomas, PTTA
Bill Hepburn, OEO

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I. INTRODUCTION

Over the past year, Pacific Training and Technical Assistance Corporation has provided Monitoring and Technical Assistance to OEO Research and Demonstration Manpower Programs. In preparing the final report, we found it necessary to review our activities in light of the committment which we made in our response to the RFP which generated this contract. We now restate that conclusion in order to create a background for the reader who is unfamiliar with this contract, and to serve as a reminder to ourselves and the OEO representatives who worked with us, of the philosophy underlying our efforts.

It is clear that the need for an intensive research and demonostration effort in manpower programs has greatly increased in recent years. Further, the technical demands on such programs have significantly increased and promise to become even greater. These factors, along with routine considerations for assurance of quality programming, strongly indicate the need for a comprehensive monitoring and technical assistance effort. PTTA considers this requirement a significant challenge. The firm has long since recognized that "the easy way out" would be to take a more traditional approach to the provision of monitoring and technical assistance

services. More often than not, such efforts constitute no more than the gathering together of a collection of specialists and technicians, usually on a consulting basis, to provide ad hoc technical assistance to programs. Such an approach often lacks pre-planning to determine real and priority technical assistance needs; fails to provide technical continuity to programs, individually and collectively; seldom develops an independent capability within programs receiving service, thereby perpetuating dependence on outside technical assistance services; and seldom provides extensive or relevant feedback to program sponsors which can be useful in developing future plans and assuring an effective research and demonstration effort. PTTA did not propose to "take the easy way out"; instead, it proposed to mount a monitoring and technical assistance effort which was realistically responsive to the need, and which would make a significant contribution to the development of more effective manpower programs for the poor.

II. CONTRACTUAL OBLIGATIONS

The terms of our contract required performance of the following major tasks:

__ development and implementation of a Project Monitoring Mechanism.

__ development and implementation of a Project Technical Assistance Mechanism.

__ installation and maintenance of Management Infomation Systems for all projects.

__ employment and training of a Manpower Intern

__ submission of Monthly Progress Reports

This final report will consider the operational approach to the fulfillment of these obligations. It is our aim that this report be our final response to a Technical Assistance request and we hope that the considerations and recommendations to OEO Planners and Policy-Makers will be helpful as they design the course of Manpower programs in the coming year.

The projects served by PTTA under its contract have been of a rather diverse nature. We take this opportunity to describe a number of elements at this point, which reflect in a significant manner on the performance of PTTA in fulfilling its contractual obligations. These elements fall into three categories:

(1) Projects whose primary thrust was not Manpower Training.

(2) Projects subject to transfer within OEO as part of agency reorganization.

(3) Projects with other special problems.

The Kent State University - Akron Neighborhood Faculty Program was funded to create a Black Community Affairs Program as part of the regular Kent State curriculum, to be taught by unaccredited persons from the Akron Community, who were appointed as Instructors on the Kent State Faculty. While the effort to have unaccredited persons become full-time faculty members has significant Manpower implications, the major demonstration aspect of the project relates to the nature of college curricula and how it should be taught. In the OEO reorganization, this Project was transferred to the Education division.

Colorado - Utah FURPO (Full Utilization of Rural Program Opportunities) - UPLANDS, Inc. was funded as one of a number of projects designed to test new mechanisms for rural development and was directed toward the establishment of small businesses and cooperatives. The project was to seek development of manpower training programs, but this has been a relatively low priority. This project is now administered by the Community Development Division.

12th and Oxford St. Film-Makers, Philadelphia, Pennsylvania and Projection '70, Inc., Syracuse, New York. These were projects directed toward youth development. Initially these projects were assigned to two contractors. Two months, after PTTA's involvement with the projects, responsibility for them was shifted to the Youth Contractor.

Mobilization For Youth - New Health Occupations Program, while primarily a Manpower Program directed toward New Careers in Health, was transferred to the Office of Health Affairs during the OEO reorganization. PTTA, since that time has maintained liaison with the Program Analyst in that office who is responsible for MFY.

Casa Loma College - Pacoima, was also transferred to the Office of Health Affairs, during controversy over the project's refunding. Following settlement of the refunding controversy, one

of the requirements stipulated was monitoring of the project on a monthly basis. Since the Office of Health Affairs could not perform this function, responsibility for the project within OEO was transferred back to the Employment Division. PTTA maintained contact with the project through this somewhat confusing time.

Community Action Migrant Program, Fort Lauderdale, was just becoming embroiled in controversy over the operations of a fishing cooperative near the Island of Bimini at the time PTTA signed its contract with OEO. Publicity on this issue was rather great and the conflict between CAMP and OEO equally as intense. All outsiders, especially those with direct contractual ties to OEO, were looked upon in an extremely suspicious manner. Establishing an effective working relationship with the Project Director and his staff was not an easy task, under these circumstances.

Perhaps, though the single most critical element which created problems for PTTA in the administration of this contract was the fact that all but a few projects had been funded and operating for a substantial period of time prior to the beginning of the PTTA contract. The only programs which actually began operations during the PTTA contract year were:

a. Adams-Jefferson Improvement Corporation (AJIC) Natchez, Mississippi.

b. Kent State University - Neighborhood Faculty Program
Akron, Ohio

c. Guaranteed Employment Planning Project
Nassau County, New York

d. Educational Associates, Inc.
Greensboro, North Carolina

e. Colorado - Utah FURPO
Durango, Colorado.

It should be noted further that only two of these projects are actually of an operational manpower training nature. Kent State and Colorado were the two programs described above as Non-Manpower Training in their primary thrust. The Nassau County project was a planning grant. As a result of the nature of these projects and the operational status of the other seven projects assigned, major portions of the PTTA program design system were not directly applicable. The specific problems and modifications which resulted are described later in the relevant sections discussing the components of that system.

III. PROJECTS UNDER OEO CONTRACT B99-4963

1. Project Title: A Demonstration Project to Educate the Disadvantaged in the Para-Medical Sciences
   CAP Grant No: CG-8782
   Address: Casa Loma College
   12502 Van Nuys Boulevard
   Pacoima, California 91331
   Project Director: Mr. Albert M. Elton
   Telephone No: 213-896-4157

2. Project Title: Community Action Migrant Program, Inc.
   CAP Grant No: CG-3216
   Address: Community Action Migrant Program, Inc.
   3521 W. Broward Boulevard
   Suite 10
   Ft. Lauderdale, Florida
   Project Director: Mr. William H. Johnson
   Telephone No: 305-584-7880

3. Project Title: Demonstration Manpower Program for Adams and Jefferson Counties, Miss.
   CAP Grant No: CG-8723
   Address: Adams-Jefferson Improvement Corporation
   709 Franklin Street
   Natchez, Mississippi 39069
   Project Director: Mr. Lamar Braxton, Mr. John Harris
   Telephone Nos: 601-442-2891 Fayette 786-3711

4. Project Title: Guaranteed Employment Planning Project
   CAP Grant No:
   Address: Nassau County Office of Manpower Development
   160 Old Country Road
   Mineola, New York 11501
   Project Director: Mr. Elwood Taub
   Telephone No: 516-742-3000 ext. 2546

5. Project Title: New Health Occupations Program
CAP Grant No:
Address: Mobilization for Youth, Inc.
214 East 2nd Street
New York, New York 10009
Project Directro: Mrs. Anita S. Vogel
Telephone No: 212-677-0400

6. Project Title: Projection 70, Inc.
CAP Grant No: CG-8276
Address: Projection 70, Inc.
406 University Place
Syracuse, New York 13210
Project Director: Mr. Aaron Gates
Telephone No: 315-476-5541

7. Project Title: The North Carolina Manpower Development Corporation
CAP Grant No:
Address: The North Carolina Manpower Development Corporation
Post Office Box 1057
Chapel Hill, North Carolina 27514
Project Director: Mr. George B. Autry
Telephone No: 919-942-5796 and 942-5797

8. Project Title: Akron - Kent State University Neighborhood Faculty Program
CAP Grant No: CG-8377
Address: Kent State University
Kent, Ohio 44240
Project Director: Dr. Thomas S. Lough
Telephone No: 216-672-2562

9.	Project Title:	Indigenous Teen-Age North Philadelphia Economic Rehabilitation Program
	CAP Grant No:	CG-8322
	Address:	The School District of Philadelphia Board of Education 21st and the Parkway Philadelphia, Pennsylvania 19103
		12th and Oxford Film-Makers Corporation 1536 Jefferson Lane Philadelphia, Pennsylvania 19122
	Project Director:	Jimmie Lee Robinson
	Telephone No:	215-Po3-2586
10.	Project Title:	UPLANDS, Inc.
	CAP Grant No:	CG-8026
	Address:	Box 1746, Durango, Colorado
	Project Director:	Simon Cardenas
	Telephone No:	303-247-2862
11.	Project Title:	Recruit Employ-Train Successfully
	CAP Grant No:	CG-8181
	Address:	Radio Electronic Television School, Inc. (RETS Electronic Schools) 107 Market Place Baltimore, Maryland 21202
	Project Director:	Stanley Holmes
	Telephone No:	301-727-6863
12.	Project Title:	Electronic Opportunities in Industry
	CAP Grant No:	CG-3706 A/O
	Address:	Educational Associates, Inc. 708 Asheboro Street
	Project Director:	Presently Vacant
	Telephone No:	919-273-1904

IV. TECHNICAL ASSISTANCE PLAN
a. (Design)

The experience of the past year has led PTTA to believe more strongly than ever in the necessity of effective monitoring and technical assistance services for Research and Demonstration Manpower Programs. In outlining our plan for the provision of Technical Assistance Services, it is necessary to speak briefly of the philosophy behind that plan.

In our original proposal we indicated several major problem areas relative to the general development of manpower training program designs and manpower training expertise. Our experience of the past year, as well as the change in the unemployment situation in recent months, has served not only to reinforce our conviction that these problem areas are critical, but also to strengthen that conviction. Briefly summarized these problem areas are:

1. An increasing demand for higher level skills <u>at the entry level</u> which points to a need for training programs that are more specialized and less general. This means new curricula, new materials, and new training techniques. In short, increasing technology at all levels, massive population shifts from rural to urban, a rapidly changing labor market

and the debilitating effects of poverty on the individual have placed even greater demands on manpower training programs to develop increasingly more specialized and comprehensive training programs.

2. A requirement for more specialized and higher level skills on the part of manpower programs both in terms of program design and technical competence of staff. In addition there has been an increasing trend toward the design of more comprehensive, and therefore more complex, manpower training programs. The requirement for sophisticated co-ordination and linkages of various components which such program designs pose also creates a requirement for new approaches, new training techniques and considerably more sophisticated personnel.

The identification and restatement of these problems lead us to several significant conclusions relative to the operation of Research and Demonstration Manpower Programs as well as the nature and method of delivery of technical assistance services to such programs. Stated simply the first of these conclusions is that the critical and necessary goal of technical assistance must be the Development of INDEPENDENT LOCAL TECHNICAL CAPABILITY.

Unless such a capability is developed, the long range growth of our capacity to train people will simply not occur. Programs will continue to require the most basic kinds of technical assistance. Specialization within particular program components will not occur. The sophistication demanded by an increasingly complex labor market, and the equally complex manpower programs which must be designed for that market will not be developed. The technical assistance necessary to develop such sophistication and specialization cannot be delivered. Instead, it will remain crisis oriented.

Furthermore we would conclude that if research and demonstration features of programs are to be validly tested, then the local organization, corporation or other body given the obligation to administer that program must possess the capability to do so. In addition, if the problems responsible for the failure of the program are not properly identified, it might be concluded that the research and demonstration hypothesis is not valid. Such a conclusion would be scientifically unwarranted and might result in the determination that a potentially useful program design feature was, in fact not useful at all. The basic goal of Research and Demonstration Manpower programs might then be vitiated.

It is in light of these factors that PTTA sets forth its Technical Plan, having considered all functions related to the success of

Research and Demonstration Manpower Programs.

MONITORING

The monitoring function is often perceived by grantees of Federal agencies as merely a "policing" activity. The contractor is viewed as a cop who reports to the agency everything that happens within a project. While this task is a very real and critical part of monitoring, there is another task of at least equal importance. This is the task of insuring that grantees are implementing their work program in accordance with the goals, objectives, and methodology presented in their proposal which was funded by OEO. The proposal was funded to test a particular set of Research and Demonstration hypotheses by performing a specific set of tasks. It is therefore incumbent upon the grantee to carry out these tasks without deviation unless approved by OEO. Many grantees view research and demonstration funds as simply another pot of money on which to draw for the expansion of existing programs or the "doing of something different." Their approach is rarely scientific. This problem is reinforced by a basic antagonism toward the concept that poor people should be placed in "Research" situations. Balancing the testing of research hypotheses against the desire and necessity to help people is not easy. Therefore, the role of the independent contractor necessarily involves the responsibility of

insuring that the grantee performs in accordance with his proposal, or modifications to that proposal, so that the progress of the project can be assessed in terms of its goals and objectives.

A further element of project activities which must be strictly monitored relative to Research and Demonstration efforts is the reporting and documentation procedure. Information is obviously critical to any reasonable effort to measure a project's achievements. It is rare that projects adequately fulfill their documentation and reporting responsibilities in the manner demanded by the research and demonstration effort. The installation and monitoring of a functional information system must be therefore carried out by the contractor. It should be remembered however, that an information system is not designed solely to channel technical and statistical data to the granting agency. The information system also serves as an internal technical tool which, if properly utilized can be of significant help to senior program staff, in assessing the work of their people, and pinpointing the specific sources of problems within the project.

TECHNICAL ASSISTANCE

PTTA views the monitoring function outlined briefly in the preceding paragraphs, as an integral part of our technical assistance services. The assessment of a project relative to its goals and

objectives should identify problems requiring technical assistance. The Information System as described above, is a technical assistance as well as a monitoring mechanism. The shot-gun approach to technical assistance involves the delivery of specific services in response to the request of a project. This approach assumes first that they are able to define the kinds of assistance they need. It is the experience of PTTA, that all too often projects do not possess such capability. Therefore, our thesis is that on-going technical assistance must be delivered to Research and Demonstration programs from a monitoring base. Perhaps the term which best defines this approach is "Monitoring-Based Technical Assistance." This approach gives the contractor an opportunity to develop a thorough understanding of project goals, objectives and methodology, project personnel, and daily project operations, while carrying out a strict monitoring function.

The person who performs this function should be equipped with basic administrative, management, and operational program knowledge and experience thereby enabling him to provide technical assistance for the great majority of situations which may arise. The efforts of this individual must be supported by a pool of technical people who can respond to special types of program problems. For example, a manpower specialist understands the

inner workings and required coordination of various components of a Manpower Program System; he may also be an Adult Basic Education (ABE) Specialist. However in a program training electronic technicians or para-medical personnel, assistance in the development or assessment of the technical curriculum may be requested. Such assistance must be provided through a technical specialist in the relevant field.

The implementation of such a format would provide both the general and specific kinds of assistance required for successful project operations.

TOOL-UP ASSISTANCE

There is a critical time in the life of Research and Demonstration Manpower programs and in all Human Development programs which all too often is not given adequate attention by project personnel, technical assistance contractors, or funding agencies. This time is best defined as the tool-up phase of the project. It is the time from immediately after the project has been funded up to the time when the project is prepared to serve participants. Many vital program functions must be performed during this period. Included must be:

1. Selection and Training of Competent Staff.
2. Purchase and Receipt of Necessary Equipment.
3. Establishment of Reporting System
4. Development of Program Policies and Procedures

There are numerous other major topics and sub-topics of concern in the tool-up phase which might be detailed. Most are common to all programs; others relate to the specialized nature of the program.

The issue is that adequate time and resources must be committed to this tool-up effort according to the complexity of the program design. Extensive Technical Assistance resources may be more critical at this point, than at any other time in the life of the program since every facet of the program system must be prepared. To do less is to deny the participants the highest possible quality service which they deserve.

POST-ONE MONTH OPERATIONS ASSESSMENT

Should the tool-up phase be properly performed, it alone, does not complete the task of creating a successful program. In Manpower Training programs, especially during the first month of participant involvement, a "shake-down" usually occurs for the program and its staff. During this month of operations the program should be intensively monitored to identify specific problems within the program system. Technical Assistance must then be provided for the solution of these problems. Preferably a second rather intensive staff training program should be conducted at that time.

CONCLUSION

PTTA believes that the Technical Assistance plan defined above is a potentially effective strategy for the delivery of technical assistance services. It is felt that during the entire life of the program, the strategy for Monitoring and Technical Assistance described earlier should deliver the kind and quality of services necessary for program success.

IV. TECHNICAL ASSISTANCE PLAN
b. (Execution)

MONITORING - The Profile Method

The primary objective of a monitoring effort is to assure that project personnel implement the project consistent with the approved program design. To carry out this mission, PTTA designed and utilized Program Profiles, for each research and demonstration project served by this contract. The Profile Mechanism was based on the idea that in order to understand the concepts and operation of any program, a method must be discovered which could become more or less uniform in application. Such a method would be a useful tool in providing monitoring and technical assistance services.

Through the development of an analytic model or profile, we were able to achieve an understanding of the various components within programs as well as the interrelationships that would not otherwise be readily noticeable. In addition, we were able to clearly comprehend contradictions between goals, objectives, and methodology, and to determine problem areas more easily.

The Preliminary Profile was the result of an intensive study of the program. Goals and objectives were isolated and assessed and methodology was carefully noted and related to both goals and objectives. PTTA further noted alternative or supplemental design

features, which could be added to insure that Program Goals and Objectives could reasonably be tested and achieved. A PERT of the proposal was also accomplished. Finally an opportunity was provided for the PTTA Manpower Specialist to note any questions, or additional comments, he wished to consider during his initial field visit. This kind of systematic approach eliminated the "feeling-around" normally experienced in preliminary assessments of this kind, and in a sense, provided a schematic of the overall program and its internal operation. This analytic process proved to be extremely valuable to PTTA in acquainting itself with the projects to be served by the Contract.

Once the Preliminary Profile was completed, the development of the final or Operational Profile took place. The Preliminary Profile was first discussed with the OEO Program Analyst to be sure that it reflected his perceptions of and concerns about the program. Then, during the first field visit the profile was analyzed with the project staff with a view toward determining the extent to which it accurately reflected the program it described. Evaluation of the Preliminary Profile included determining the accuracy of the goals, objectives, and methodology, as well as assessing the unclear validity of the criteria projected timing. An opportunity was provided

for open discussion and analysis of the entire proposal and program operation. Questions were raised on both sides. The result of this effort was an 'operational profile' which accurately reflected the nature of the project.

Armed with a tool such as the completed Operational Profile, it became possible to maintain bearing at all points in the development of Project Activities, as opposed to becoming entangled in unordered facts and data that would cloud issues. The profile served as a schematic in the sense that it could narrow-down or isolate existing problems.

In monitoring, the Operational Profile was invaluable in that it served as a check-list by which program goals, objectives, methodology, criteria, timing, etc., could be identified. When used for purposes of monitoring, significant changes in program design or direction were more visible. This was quite useful in reporting on the monitoring function, becuase the reader could, at the same time, become aware of specific problem areas and their relationship to every phase of the program. Since the profile outlined the specific requirements of the grantee, it was possible to determine if, and at what point, the program failed to achieve its goals and objectives, either chronologically or otherwise.

The Operational Profile is broken-down into eight (8) basic areas. They are as follows:

1. Goal

The goal is the end at which the program is aimed. It describes the ultimate purpose for which the program was established and may be viewed as a criterion on which program success or failure may, at some point, be judged.

2. Objectives

The objectives are the components of the program which are functionally attainable, or the operational functions, the achievement of which is implicit in the statement of goal(s). When objectives are attained in the prescribed manner, the goal is theoretically achieved.

3. Methodology

Methodology includes the operational steps necessary to satisfy the objectives stated, and reach the goal(s) set forth. This represents the core of program design, and specifies each particular feature of that design.

4. Current Status

It is in this part of the profile that observations and data are briefly recorded to indicate project progress. In

the case of monitoring reports, the profile may, in this section, refer to a specific paragraph in the narrative of the report.

5. Criteria

The information in this section indicates the measures by which the project progresses toward its objectives, and thence to its goal.

6. Projected Timing

This refers to the date or time that this particular component is expected to be operational and/or functional.

7. Date Accomplished

This refers to the date or time that this particular component is actually operational and/or functional.

8. General Remarks

These would include such items as comments on the relative success or failure of particular components. It might also comment on problem areas that require attention, and the recommended manner in which they might be attended. A more detailed discussion of project activities relative to each particular objective may also be included here.

The profile mechanism proved to be a useful tool for both monitoring and technical assistance. PTTA believes that the "Operational Profile" concept, as it continues to undergo further refinement is a device of potentially inestimable value to OEO and perhaps other federal agencies in charting the activities of Action-oriented Research and Demonstration projects. The profile helps to insure that the funding agency, the grantee, and the third party contractor all have the same expectations with regard to the operation of the project. Such a common base of understanding can enhance effective cooperation among the involved parties, allowing them to concentrate on programmatic refinements, possible replicable program design features, and other potential long-range benefits of the program rather than having to constantly settle controversy and disputes, and quench the fires of crisis which arise.

TECHNICAL ASSISTANCE

Technical Assistance from PTTA was generated from two sources: (1) the regular monitoring process; (2) direct requests for Technical Assistance through OEO.

The technical assistance effort was viewed as a direct outgrowth of our monitoring work. As discussed in the Profile section of this report and in our Technical Assistance Plan, the basic problems which are being experienced by projects, or which might be experienced in the future, are identified through this process. It was a natural development from such problem identification, to undertake an analysis of that problem with the relevant Project Staff or Board Members, and consider in concert with them the strategies which might be employed to alleviate the problem. The problems which were confronted in this manner included: Personnel Problems; Program Administration and Management Operation of Program Components, including Curriculum Analysis and Development; Job Development Strategies, Assessment of Recruitment Procedures; Community Relations; Board-Staff Relations; Staff Training Programs; Board Training; OEO Reporting Requirements; Relationships with OEO Personnel; Additional Sources of Funding; Management Information Systems.

This procedure was a most natural one to follow, in light of the monitoring and technical assistance. We would re-emphasize here our belief that the monitoring function and technical assistance are mutually exclusive. It has been said that the monitor--the "COP", as they view him, cannot simultaneously be the Technical Assistant--the Helper. We disagree. Rather, it is the monitor who is thoroughly familiar with all aspects of Program Operations, and aware of problems which have been experienced, who can best provide technical assistance on a Project.

The second mechanism for generating Technical Assistance was through direct requests from OEO. As a result of this mechanism PTTA provided assistance to projects in areas such as:

1. Market Analysis
2. Board Training
3. Staff Training
4. Management Information Systems

MANAGEMENT INFORMATION SYSTEM

Our plans relative to the Installation and Maintenance of Management Information Systems to a great degree were affected by two factors: (1) a large number of the projects served had been operational for substantial periods of time prior to the PTTA Contract and (2) several projects were not Manpower Training in nature. As a result, the MIS originally planned was not utilized. In the first case, some kind of Management Information System, although in most instances, a relatively ineffective one, was already in operation. Indeed, it would not have been prudent to simply discard the existing system and install a new one. Such an effort would have been not only time consuming but costly as well. We therefore decided to refine and maintain the existing MIS. In light of this decision, it was further determined that a MIS conference would not be necessary.

Thus, PTTA activities relative to the MIS contract requirement involved:

1. development of a special MIS for the Colorado FURPO
2. installation of a MIS at AJIC, EAI, and Casa Loma.
3. MIS maintenance at other on-going projects.

PTTA's efforts with respect to this area of the contract were not as productive as had been previously anticipated. In endeavoring to determine the causes of our difficulties, we have identified the following issues:

1. Project Staff did not view the MIS as a critical part of their reporting requirements to OEO.

2. The MIS was viewed by project staff as an OUTPUT mechanism whereby statistics were reported to OEO rather than as an internal program monitoring device.

3. Few projects were adequately staffed to performed the MIS function. If a MIS is to function effectively, a MIS Clerk should be present to monitor operation of the system, collect drafts, and complete reports.

If the MIS is to be utilized, as it should be, in research and demonstration projects, the following resources must be provided by OEO.

1. Adequate MIS staff.

2. Dissemination of MIS forms and operating instructions as part of the grantee package from OEO, so that the system is integrated into the program from the beginning.

We would note, that while a standardized MIS is not in operation in Research and Demonstration Manpower Programs, most programs do have reasonably accurate statistics available concerning enrollees, their former status, personal background, and employment after departure from the program.

MANPOWER INTERN

As part of its contract with OEO, PTTA was "to employ and train a Manpower Intern as Full-Time Support Staff". The Manpower Intern slot was filled at the beginning of the contract (rather than at the end of the second month), since intensive staff training was needed immediately and was viewed by PTTA as essential for the Intern's ultimate effectiveness.

The Manpower Intern hired was Michael Tepping, a twenty-seven year old, G. E. D. diploma recipient who'd had previous Manpower experience as a Remediation Counselor in a Pre-Vocational Training center in Washington, D. C. During the first three months of the contract he engaged at various times in the following activities:

Full participation in PTTA training sessions.

Study of the Profile Development Process, with a view toward developing his capability to write profiles and monitor projects.

Analysis and training in the Management Information System.

Assignment of primary responsibility for assessment, development, and installation of Management Information Systems.

Accompanying Specialists on monitoring trips.

Discussion of Technical Assistance Strategies based upon training completed, and capability demonstrated.

Becoming an independent participant in project activities.

In the monthly report for September the following training schedule was outlined for the Intern:

October 1969

1. MIS activities in conjunction with Specialist.
2. Observation and analysis of monitoring process.
3. Observation and analysis of Technical Assistance process.

November 1969

1. Independent MIS activity
2. Monitoring in the presence of PTTA specialist.
3. Continued observation and analysis of technical assistance process.

December 1969

1. Independent monitoring of projects with simpler designs.
2. Supervised provision of Technical Assistance.

January 1970

1. Monitoring of complex projects under surpervision.
2. Independent provision of minor Technical Assistance.

February 1970

Throughout this eight month-period, PTTA Manpower Specialists held frequent conferences with the Intern to discuss his

personal progress and to explore various aspects of the Manpower field which were relevant to his training. The Intern's work was of good quality at all times. As a result, in March, he was promoted to the status of Manpower Specialist.

PTTA believes that the Intern training program was successful with respect to the person employed. It is unfortunate, however, that for personal reasons, he resigned his position with PTTA shortly before the end of the contract year. We trust that he will utilize the skills that he acquired during his employment with PTTA, in other Manpower programs in the future. PTTA considers the training of Manpower Technicians in the context of Monitoring and Technical Assistance efforts to be viable and restates its interest in seeing that similar efforts are continued in the future.

V. PROGRAM HIGHLIGHTS

In the following section, PTTA has provided a concise description of the projects served under this contract, to include a brief history of the program, special features and highlights regarding administration and management, project staff, program operations, and relationships with other entities that will enhance their ultimate success.

In addition, we have attempted to provide a picture of the current status of the project as well as to make recommendations where we felt make a need to do so. Our comments are also directed to the Research and Demonstration aspects of the projects and their potential replicability in other settings.

CASA LOMA COLLEGE

INTRODUCTION

Casa Loma College, originally funded under a Research and Demonstration Grant from September, 1968 through September 1969, offers residents in the Pacoima area, training in six new para-medical careers: psychiatric aide, medical records technology, inhalation therapy, physical therapy, dental technology, and hospital emergency room technology. During its first year, the college was successful in training sixty-five persons and in maintaining a placement rate of approximately 80%. Only partially operational for a five month period as a result of a delay in the refunding process; controversy over community control of the college; and failure to obtain final state approval following the Governor's veto of the project, Casa Loma was refunded on April 22, 1970. It is presently training eighty-five persons in all of the aforementioned new career fields with the addition of three new ones: legal assistants, dental assistants, and mental health interns.

PROJECT STAFF

The Project Director is Albert M. Elton, a retired United States Air Force Colonel who headed the Aerospace Studies Department

at UCLA from 1963 through 1967. Colonel Elton has brought to the project strong management skills as well as an understanding of the disadvantaged and the educational innovation to meet their needs. He has made a significant contribution through his efforts to appropriate funds for the continuance of the college and providing leadership in the growth and development of the college.

The remainder of the staff is not only academically qualified, but combine the educational, social, and technical skills required by the demanding task of training the "hard-core" to become para-medical technicians.

The Teaching/Counseling/Evaluating staff all possess an understanding of the more traditional approaches to the education of the disadvantaged and have therefore shunned the crutches that usually support teachers and have attempted to be much more innovative in respect to curriculum design and implementation.

Working in tandem with theTCE staff are the technical instructors who combine strong human understanding with technical expertise. They all appear competent and committed to their task.

There has been and continues to be a great deal of interaction among staff members. This interaction has helped the technical instructors who have generally, had minimal understanding of the culture and life styles of their students, to attain much greater

understanding. It has also helped the TCE staff, who have had little exposure to the rigors of para-medical training, to understand the discipline demanded of their students for success in the para-medical field. All of the staff seems to be genuinely committed to the goals and philosophy of the program and eager to make a significant contribution to its ultimate success.

INSTITUTIONAL RELATIONS

The fact that Casa Loma was successful in placing all students enrolled in courses where the curriculum included On-the-*Job Training* into such situations strongly supports the conclusion that the college has established strong and effective relations with the medical community of Pacoima and Los Angeles County. The successful placement rate of the college further verfies this conclusion. Several other facts lend even greater support to Casa Loma's status and reputation among medical institutions of the community.

1. The San Fernando Valley Veteran's Administration Hospital provides clinical OJT for Inhalation Therapy and Dental Assistants at no cost to Casa Loma. In addition, the Administrator of the hospital Dr. David Salkin, a member of the Board of Regents of Casa Loma, has

initiated the process of changing the Manning document relative to Inhalation Therapy (IT) in the V.A. system. This change will allow for para-medical positions in IT in all V.A. hospitals and may open the door for similar Manning document changes in other para-medical fields.

2. UCLA is presently in the process of evaluating Casa Loma's Inhalation Therapy program. If the results are positive--which there is every reason to believe that they will be--Casa Loma will then be in a position to become accredited to conduct a two year degree program in Inhalation Therapy.

3. The California Department of Public Health featured Casa Loma in its magazine issue of July, 1969. The potential for a revolutionary relationship between Casa Loma and the Public Health Department appears promising for the future.

4. Through an arrangement with San Fernando State College, Casa Loma is entitled to the services of five work/study students during this year. The two students who worked in the program during the last year were tremendously effective and as a result, one was hired as a full-time staff member for the current year.

5. The Los Angeles County Board of Supervisors recently approved a contract between Casa Loma and Olive View Hospital. In addition, contracts have been renewed with both San Fernando Veterans Administration Hospital and Pacoima Memorial Lutheran Hospital. The college now has approximately 1600 beds of hospital support for its para-medical program and is arriving at a point in time where it should strongly consider becoming the first full-fledged allied health institute in America.

These relations, among others, indicate that Casa Loma possesses great potential for the future and has the links necessary to receive the local technical assistance required if it is to achieve accreditation.

PUBLIC RELATIONS

Articles concerning Casa Loma have appeared in the Los Angeles newspapers, in OEO's Communities in Action magazine, as well as the California Health Department magazine. In addition, Congressman Corman, Congressional Representative of the District which Casa Loma serves, has requested support for the college in a Bill which he drafted and presented to the House of Representatives. This public image can only grow with the success of the college, and offer significant opportunities for the college to become independent of OEO Research and

Demonstration funding.

COMMUNITY RELATIONS

Community support for Casa Loma has been strong throughout the history of its existence. The community sees and understands the value of the college as a training and educational institution for the disadvantaged citizens of Pacoima. As a result, one of the problems recently experienced was a controversy over community control of the college. Such controversy is not unique; it was simply a microcosm of the conflicts which have been experienced in many communities.

In an effort to insure greater support for the college and to provide maximum opportunities for community involvement, several new developments have taken place. In a recent meeting, the Board of Regents voted to expand its membership from eleven to fourteen members in order to provide for more community representation. This representation is expected to increase as the college becomes more and more financially independent. The original purpose for having a number of outside "names" on the Board was to attract resources and attention to the college. Several members of the Board have indicated a willingness to resign whenever it becomes critical to place more community residents on the Board.

Plans are now underway for a Community Task Force that will guide Casa Loma during the current year. As of the date of our last site visit, a Student Selection Committee, composed of approximately six persons and representatives of the ethnic distribution of the community was functioning extremely well in making the final selection of students. This committee will ultimately form the nucleus of the Community Task Force. The role of the task force, in addition to student selection, will include course selection, staff personnel review, approval of academic materials, student cultural activities and fund raising.

The college has also supported other Community Action type activities in Pacoima. One of the members of the Board of Regents is a community activist who recently became Director of a local Teen Post. Casa Loma was able to provide him with resources and staff assistance.

In addition, the college is working with a special project to help narcotic addicts. Organized by two trainees and a VISTA Volunteer, the "House of Hypes", is an exciting new approach to the narcotic problems among Mexican-Americans. The success of this project, generated through Casa Loma, can be of great significance for Pacoima and the entire Southwest.

The relationship between the college and the community it serves is perceived by the staff and Regents as a vital element in the growth of the institution. Careful consideration is being given to creating the best mechanisms to make Casa Loma truly a Community College, while simultaneously attaining the goal of accreditation as a two and four year college. The concern and ability to make the college grow toward this goal are clearly present in the college, in the community, and in the links between them.

PROGRAM OPERATIONS

While the project met with great success in its first year, a number of refinements were made to improve operations during the current year.

A. Screening and Selection

During the first program year, trainees were screened through individual interviews with a number of staff members. The most critical decision maker was the technical instructor who theoretically possessed the greatest ability to determine individual potential. This year, the process was somewhat different. Students were initially interviewed by the TCE staff in an effort to determine reasons for their selection of a para-medical career. Next, they

were interviewed by the Technical Instructors in the field in which they chose to enroll. The instructors then made a determination based upon their judgment as to whether the student could complete the course successfully. Following this interview final selection was made by the Community Selection Committee based primarily upon need and on equal distribution of persons according to race. This process did not include any testing of student capabilities through written examination. Casa Loma rejects such testing totally as a device for selecting students, based on staff experience with a number of tests.

B. Curriculum

During the first year of operations, students were required to select their fields of specialization at the outset of the program without significant exposure to hospital work. This process caused a measure of difficulty and student disenchantment in the program. To alleviate this problem in the current year, students will not be required to make a final career field determination until the completion of two months of training. Curriculum during these two months was also modified to aid this decision making process. Casa Loma has concluded that each of the career fields requires much

of the same basic medical science. As a result, these sciences habe been organized together into a "core" curriculum which each student will complete. The first two months of training now include:

- Core Curriculum (general medical knowledge)
- Basic Education, Group Dynamics, Social Studies, Communicative Skills
- Counseling
- Exposure to the various career field opportunities through hospital visits and lectures.

Specialization, unlike in the first year, will not begin until this phase of training has been completed and the student has selected a career. The second phase of the curriculum will continue the "core" curriculum, Basic Education and Counseling, and will add specialized training in the selected career field. The final phase of the program will continue to be on-the-job training.

Besides this positive refinement in the organization of the curriculum, the course material itself has been significantly refined. The first year's experience enabled staff members to develop and refine their teaching materials and techniques to meet the special needs of the student population. Casa Loma hopes to fully develop and organize its curriculum so as to make it available to other institutions and organizations during

the year.

Teacher/Counselor/Evaluators have teamed with Technical Instructors to form a specialized team which works with the trainee throughout the year. This system provides a continuity of people with whom the trainee can relate--a critical element in the program's success.

C. OJT and Placement

As the reputation of the college grows and its trainees perform at a high level of professional competence, the problem of OJT and placement will diminish. The doctors and professional technicians have all indicated that Casa Loma students have surpassed their expectations with respect to technical capability, and they forsee success for them on the job. In addition, the need for para-medical people in the Los Angeles County area has been well documented.

During this second year of operation, as its students demonstrate the technical training capacity of the college, Casa Loma should achieve accreditation for its courses in a number of additional career fields, thus making the placement process less and less difficult.

The existing and growing contacts between Casa Loma and other institutions in the medical community should provide

increased OJT and Placement opportunities. Furthermore, now that the curriculum has been developed and refined, the Project Director anticipates having his staff spend an increasing amount of time creating fruitful institutional and community relations.

SUMMARY AND RECOMMENDATIONS

In its first year of operation, Casa Loma achieved great success in training and placing "hard core" persons as Para-Medical Technicians. In the process, it developed an institutional capability to carry out an even broader and more difficult program in the future. This second year of funding will allow the college to develop a permanent financial base while simultaneously testing other critical demonstration features in para-medical training and the creation of community colleges aimed at the training and education of the disadvantaged.

Now that the refunding of a new Casa Loma grant has been completed, a thorough follow-up of all first year students should be conducted. The results of this study should reinforce the apparent success of Casa Loma and encourage an evaluation of the mechanics of the program, which would result in a replicable model for para-medical training programs. Such an effort is not only necessary in

terms of the multiplying personnel requirements of the Health field, but timely in light of the growing national concern about Health Services.

In addition to recommending thorough analysis and documentation of the program, PTTA, based upon the findings of its last site visit, also makes the following other recommendations:

1. For greater overall program effectiveness, there must be a clear delineation of duties and responsibilities with every staff member understanding his role and its relationship to that of other members of the staff.

2. Although some staff training meetings are being held, there is a tremendous need for more intensive on-going training which will develop skills and capabilities of staff. Sensitivity training might also help to ease some of the anxieties and tension between the Black and Mexican-American staff.

3. The Community Task Force is viewed quite positively and is seen as a viable force not only in mere involvement of the community but also in developing and maintaining its support of the college; having input regarding issues that affect its operation; influencing hospital administrators

and other key persons whose cooperation is needed for its continued operation and ultimate success; and perhaps even raising of funds for future activities of the college. In addition, this Task Force could possibly discourage further polorization of the Blacks and Browns in a community that has had its share of unrest. So far, no decision has been made as to how this Task Force will relate to the Board of Regents. Since it appears that the two have many areas of mutual concern and that joint collaboration is necessary for the overall effectiveness of the program, it is recommended that sometimes in the immediate future a plan be worked out that will define the role of the Task Force and how it relates to the Board of Regents.

12TH AND OXFORD FILM MAKERS

Introduction

The Indigenous Teen Age North Philadelphia Economic Rehabilitation Program, administered by the 12th and Oxford Film Makers Corporation and the Philadelphia Board of Education was funded in August, 1968. The program has two major objectives: (1) To provide an organizational framework for three Northeast Philadelphia youth groups to develop their own business enterprises and (2) To provide a companion proposal from the Hartranft Corporation with the consultative services and resources required to make this an enlarged economic redevelopment experience.

At the time of our involvement with the program, the 12th and Oxford Film Makers were engaged in a number of projects aimed at developing their community in the areas of manpower and economic development.

Project Management and Administration

This project is a delegate of the Philadelphia Board of Education, therefore the Federal Projects Division of the school system is responsible for its financial aspects. The delegate agency is the 12th and Oxford Film Makers and James Robinson, a young adult who is President of the 12th and Oxford Film Makers Corporation serves as Project Director. In addition to an Advisor (a Temple University staff member) the other professional staff includes two detached workers for the other two youth groups

and a Management Director.

Administrative control over program operations is carried-out effectively by top Corporation leadership, who are salaried through the grant. The major management gap in the Corporation lies in its planning capability. Planning and program development is carried-out by Dr. Betty Schantz of Temple, who works very closely with the Corporate Board. (No decisions are made without Board deliberation and approval). But, Dr. Schantz is only a part-time volunteer, though she spends innumerable hours on the project. Time will not allow her to work intensely with the Corporation to pass on to the members some of the skills she possesses. Training of the Corporation Board, while of great assistance, is not sufficient. Technical planning skills are not easily developed, but are critical to the future growth and independence of the Corporation.

Community Relations

Amidst intensified gang warfare in the City of Philadelphia, 12th and Oxford Street has remained peaceful. Peace has also been negotiated with the "Zulu Nation" and "Diamond Street" gangs. Two other gangs in the area continue to provoke the 12th and Oxford Corporation, primarily, according to Corporation members, out of jealousy of the programs operated by 12th and Oxford. In addition, the Corporation members overcame, without violent retaliation, the killing of its cameraman who tried to halt a fight between the younger members of the Corporation and a neighboring gang.

While it is not the purpose of this report to evaluate the 12th and Oxford project, certain facts speak for themselves. The Corporation that is of extreme importance to these former gang members, will not be sacrificed, even when their honor in the street is challenged.

The Corporation maintains good, though tense, relations with city administration, including the Police Department. But, despite the success of 12th and Oxford, in terms of ending violence in the community, no similar projects have been developed by the City.

Program Operations

The 12th and Oxford Film-Makers' Corporation is presently engaged in a number of projects aimed at developing their community, in the areas of manpower and economic development.

A. Laundromat

Through a five-year, $40,000 loan from the Philadelphia Gas Works (PGW) Company, the Corporation operates a community Laundromat. Payments on the loan are approximately $750.00 per month. During the first month, the Laudromat grossed around $900.00, barely allowing the first month's note payment and the cost of overhead. The money-squeeze resulted in large measure from the fact that the Small Business Administration (SBA) reneged on its original commitment to guarantee the

loan. The guarantee would have lengthened the repayment period and thus, given the Laundromat operation much greater flexibility. Corporation members and friends feel that the reason for the SBA withdrawal was the arrest record of several Corporation members; however, no supporting evidence to that effect was available.

The Laundromat is a service to the community, but, at best, it will independently sustain the employment of one, or perhaps two, corporation members, and yield little, if any, capital to develop other corporate projects.

B. Film-Making

A variety of administrative, technical, and human problems delayed the film-making activities of the Corporation. The original Technical Advisor quit and the best cameraman was killed, breaking-up a gang-fight. The technical film-making skills of the Corporation were not as good as originally perceived. To remedy this problem, classes were organized by Temple University's Department of Audio-Visual Communications to train six junior Corporation members and two Corporation Board members in film-making. An 8-mm and a 16-mm course was outlined. The University payed administrative costs; the Corporation provided stipends for member-trainees. The 8-mm course was concluded at the end of August 1969, and the 16-mm course began with the Fall semester. It was the intention of the Corporation to complete the shooting of two films: "Why I Dropped Out of School"

and "Slum Landlord", by the end of last year.

While there were no specific plans for the marketing of these films, the necessity of this planning was clearly understood by the Corporation. Dr. Ernest Rose, of Temple, who set up the training and who has numerous contacts in the film industry, was to provide technical assistance in this area. Marketing films is critical to the life of the Corporation. Net profits from showings of "The Jungle", last year, amounted to $7,000.00. Properly advertised and distributed, the new films should prove more fruitful.

The Corporation also has a contract with the National Institute of Mental Health (NIMH) to produce a film on drug abuse. This film will be "shot" after "Why I Dropped Out of School" and "Slum Landlord".

Showings of "The Jungle" have continued to yield profits. Apparently, though, the agreement signed with Churchhill Film Corporation limits the Corporation's right to rent the film. Corporation members must produce the film. This matter should be studied more closely, since the agreement limits the amount of profit the Corporation can receive.

C. Small Appliance Repair and Housing Rehabilitation

A late-spring Small Appliance Repair Training Program became, during the summer, a Housing Rehabilitation, and

Construction Program. Under the guidance of a Vocational Teacher for the Philadelphia Public Schools, Corporation members are learning new skills by rehabilitating an apartment in a building owned by the Corporation. The six Corporation members with whom he is now working have made excellent progress. The Corporation hopes to expand its Housing Rehabilitation Training Program through a grant from the Philadelphia Urban Coalition.

A new program for Small Appliance Repair was scheduled this year at the Wanamaker School, two hours per night, two nights per week.

D. Educational Programs

It was primarily through the efforts of Mrs. Betty Schantz, a corporation Advisor from the Temple University's School of Education, that supportive educational programs were developed. Three Corporation Board members were to begin at Temple this Fall. Trainees in full-time programs are receiving up to 10 hrs./wk. of Basic Education. A new incentive may be built into the training program, however, the amount of the stipend will depend upon educational participation and job performance.

E. Other Programs

Several other programs have been planned:

(1) A Business Management Training Program to be run by the Sears-Roebuck & Company.

(2) A Printing Program, organized by the Philadelphia Print Club.

SUMMARY AND RECOMMENDATIONS

In its first year, the thrust of the Corporation was to create various enterprises which would train and employ Corporation members. Because the Corporation has not yet generated sufficient self-sustaining enterprises in which to employ all of its members, it should therefore place its emphasis on training its members for employment by non-corporation enterprises, with the hope that in the future their skills will somehow benefit the Corporation. This decision, however, is very difficult, especially when one realizes the critical role that the "Corporate concept" has played in transforming members of the gang.

In addition to recommending a new thrust for the Corporation, PTTA, based upon our last experience with the project, makes the following other recommendations:

1. Considering that the extension of OEO funds would only carry the Corporation through Februray, 1970, alternatives for supporting itself after that time would need to be developed, lest the program find itself totally lacking financial support.
2. Development of a staff training program for the Corporate Board with particular emphasis on planning skills and developing abilities which will allow assessment of its own strengths and weaknesses.

COMMUNITY ACTION MIGRANT PROGRAM

Introduction

The Community Action Migrant Program was originally funded in June, 1969 as a Model Rural Manpower Program offering training in non-farm related occupations for wages considerably above the Federal minimum wage rate.

Records indicate that the program involved over 340 people during the course of its operation. Approximately 150 of these persons are either still active in the program or have a job as a result of their program experience. Another 30 of the participants have been placed in formal private sector training programs. To date, 23 projects have been established in six regions. Each of the regions has a set of programs that it operates autonomously and, in a sense the project represents six well coordinated but individual manpower programs.

Project Staff

The Project Director is Mr. William H. Johnson, who despite conflicting remarks made in previous reports, has a reputation for being a dedicated and able administrator and is credited by many as having made great strides in developing new and innovative approaches for CAMP that have made significant impact on the migrant population in Florida.

The remainder of the staff also appears both competent and dedicated. Although the objectives of the demonstration project were not completely clear to them initially, the program has generally proceeded in the right direction.

Public Relations

The CAMP project is highlighted by innovation and diversity. Within the program, five different approaches to handling individuals have been utilized. CAMP has shared many of its ideas with other programs throughout the country. Several of its projects have been successfully duplicated in other geographic areas. For example, a Colorado project has duplicated the General Motors program and a Fresno, California program has utilized its ideas with regard to the development of co-ops. In addition, Mississippi groups have requested technical assistance in the development of new co-op ideas for depressed areas.

The overall thrust of the Research and Demonstration program in CAMP, in addition to the demonstrations specified, has been to awaken other agencies to the role a well directed, comprehensive manpower program can take in helping migrants to find satisfactory employment. This awakening is evidenced by:

- An increase in the amount and scope of funding from the Migrant Division of OEO, including the administration of legal services in South Florida.
- Development of an experimental program with the Department of Labor
- Development of a study contract with HEW

Program Operations

A. Recruitment and Selection

The recruitment function was performed almost entirely by Community aides who performed standard intake functions, including door-to-door recruitment. Examination of CAMP records show that the project is serving the target population toward which it was initially directed. There is a good mix of participants, the majority who were primarily unemployed or seasonally employed farm workers from minority groups with a level of educational attainment generally below average.

B. Pre-Occupational Orientation

This is the traditional holding/familiarization segment of the program which serves as indoctrination center for CAMP trainees. It is known as "Job Club" and is active in all four regions. Some of its functions are:

1. Orientation to the program
2. Listing of the trainee
3. Preparation of the trainee for employment, including how to fill out an employment application and how to obtain a Social Security card.
4. Obtaining medical aid if needed
5. Referring the trainee to a suitable training program.

Trainees do not receive a stipend while attending the Job Club and the length of attendance varies.

C. Training

Several programs within CAMP are geared toward specific occupational training. In each of these programs, the prospective employer is involved in the training program. Some of the training provided by the program includes maintenance on General Motors and Volkswagen products as well as training in nursing, plastic boat making, welding, wigology, carpentry, chefs, and salad making.

D. On-The-Job Training

In several cases, CAMP has developed specific contracts with local employers where participants train on location. Several of these overlap with the training described above. In addition, CAMP has also been involved in some direct placement activity.

E. Cooperatives

These generally are the more imaginative and most difficult projects. Several of these have demonstrated varying degrees of success. Some of these cooperatives include fishing, auto re-conditioning, farming, and baking.

F. Counseling

This has proven to be a strong feature of the program and assistance has been provided trainees at all points of development, whether personal or job-related problems. Job counseling and development for many included help in adjusting to the "work

world" and in many other areas ranging from consumer education to hygiene. Follow-up and supportive services were also given to trainees and their families while they were working as a result of direct placements. In addition, relocation and transportation services were provided in order to overcome desperate needs in these areas.

SUMMARY AND RECOMMENDATIONS

Although the CAMP project has been the subject of considerable controversy in the past year and although the relationship of the project with the OEO Research and Demonstration Division has been less than good, the basic concept behind the funding has been successfully implemented and the project has initiated component programs which offer, initially, considerable hope for migrant workers.

In its simplest form, the concept was that a new and innovative rural Manpower Model could be built, if a grantee were provided the flexibility to enter into a variety of training arrangements developed during the course of the grant year. It was not required that the details of each particular training component be spelled out in the initial proposal. For a time, the project was authorized to enter into training using grant funds without the approval of OEO. Following the controversy over the Fishing Coop near Bimini, this pocliy was modified. Prior to that time however, a variety of apparently successful training arrangements had

been established. This seems to suggest that if a mechanism could be developed which would maintain flexibility while satisfying OEO needs and requirements, a successful model could exist.

Although the project is working primarily with the migrant population, it has fallen short of its hoped for placement/retention success, partially because of weaknesses in program operations. The very strength of the program, its diversity, has in fact worked against its success. The program has been inclined to look for new ideas too quickly once it began to experience the difficulties inherent in implementing one of its operational components.

In light of the fact that migrant manpower programs have a notorious history of lack of success, the CAMP program may prove to be an important exception. If this is the case, the Research and Demonstration Division should have considerable interest in determining the nature and extent of that success, the major factors contributing to it, and should evaluate the project and its accomplishments with the idea of replicating all or part of it in other areas of the country.

MOBILIZATION FOR YOUTH

Introduction

Mobilization for Youth's New Health Occupations Program was funded jointly by the Office of Economic Opportunity and the Department of Labor in April, 1966 for the purpose of opening new career opportunities in the Health field to disadvantaged adults, while at the same time improving the delivery of health services. MFY's initial venture was to develop and implement a prototype in conjunction with Gouveneur Health Services, an out-patient clinic and one of three patient care units of Beth Israel Medical Center in Lower Manhattan. Sixty persons were initially trained as Social Health Technicians with forty-one or 68% successfully completing the program. As a result of the project's success, the Social Health Technician has become an integral part of the patient-care team and has been instituted in two large hospital centers. The Psychiatric Technician has been established in three hospital centers. Since that time, the New York Department of Health has provided training in Maternal and Infant Care and St. Vincent's Hospital has trained persons in Inhalation Therapy, Coronary/Intensive Care, and Rehabilitation.

As its current demonstration project, MFY is conducting training for twenty-eight persons (operational since March 16, 1970) now employed in entry aide positions at three municipal hospitals--Bellevue, King's County, and Harlem. Ten of the trainees will be upgraded to the position of Social Health Technician upon successful completion of the program

and will be assigned to their department of Social Service. Eighteen persons will be trained as Psychiatric Technicians and will be responsible to the nursing staff in their department of Psychiatry.

Project Staff

The Project Director is Mrs. Anita Vogel who has served in several other capacities with MFY prior to becoming Project Director for the New Health Occupations Program. It must be noted that most of the success of this project in breaking down institutional barriers within the New York hospital setting can be attributed solely to the efforts of Mrs. Vogel's own ingenuity and strong interpersonal skills.

The remainder of the staff, particularly the Training staff appear to be extremely competent and genuinely committed to the philosophy and goals of the program. In a recent interview with some of the graduates of the program, we learned that they attribute the major success of the program to MFY staff. They pointed out the efforts of staff in providing follow-up contact with trainees even long after they graduated. They indicated that this continued interest on the part of staff gave them reassurance while at the same time pointed out their own independence.

Institutional Relations

The most outstanding feature of the program seems to be in the profound areas of institutional change which have taken place in various segments of the New York City medical establishment.

As a first step, in November 1968, MFY sponsored a one-day working conference entitled "Making Post-Secondary Education More Accessible to New Carerrists". At the close of the day, the forty-five participants--including key representatives of New York City's health employers, educators concerned with health careers, hospital union leaders, government officials, trainees, and new health careerists --decided to form an ongoing working committee to tackle the problems explored. Six months of planning resulted in the creation of a New York Committee on Health Careers, whose stated purpose is to bring people together (in the Greater New York area) who share a concern with the advancement of health career opportunities and who are committed to working together toward that end. All committee members serve on one or more task forces that examine specific issues arising from actual situations in the health delivery system, and recommend action for the membership to take toward resolving these issues. Task forces have thus far concentrated on problems of career development, including entry into health careers, career progression, mobility, and credentials. With particular reference to the formation of a new corporate structure for the municipal hospital system, a new task force was recently established on "Health Career Requirements in a Changing Health Delivery System".

It is apparent that MFY's prototype demonstration has indeed changed delivery of service and staffing patterns at several voluntary hospitals and at the New York City Health Department. It has introduced

Social Health and Psychiatric Technicians into the municipal hospital system as promotional opportunities, upgrading personnel previously "locked" into aide positions.

The hospital system faces a persistent problem in recruiting and retaining capable workers, especially males. With little opportunity to advance in responsibility or salary, many leave for other jobs or lose interest in their current work. Hospital administrators are beginning to see the importance of a career ladder for attracting and holding competent workers as well as increasing the motivation and interest of those currently employed.

From MFY's point of view, successful completion of this demonstration, establishing the Social Health Technician concept in Bellevue, King's County, and Harlem Hospitals, will advance several important objectives. In these hospitals, under-employed personnel, regardless of previous educational background, will be trained and promoted to responsible new human service functions. Adoption of this career ladder concept throughout the municipal system could substantially change the delivery of health services and open career opportunities to New York City's under-educated poor of all ethnic groups.

Another viable link in further expanding areas of institutional change is the recently organized Advisory Committee, composed of representatives from MFY, the Department of Hospitals, and District Council 37 (American Federation of State, County, and Municipal Employees.)

This committee sees its purposes as threefold:

1. To develop and maintain a thorough understanding of the program as it progresses.
2. To recognize and solve problems as they arise.
3. To address questions relative to alternatives when the project is completed (i. e., job title and salary, promotional opportunities, means for further education).

The formation of the New York Committee on Health Careers and the New Health Occupations Program Advisory Committee coupled with institutionalization of Social Health and Psychiatric Technicians into the New York hospital system should greatly enhance elimination of additional barriers and thereby effect even greater institutional change in the future.

Public Relations

There is no doubt that MFY's New Health Occupations Program was among the most prominent models from which the Human Resources Administration's Public Services Careers Program was constructed. The heavy emphasis in the PSCP on basic education and especially on social service skills training within its program was influenced by the objectives and experience of NHOP. HRA program developers visited and consulted with MFY staff on many problems relating to the training design of their own Public Service Careers Program.

Another important consequence of MFY's program has been the

establishment of a parallel occupation within the City's Health Department and within the Department of Hospital's Social Service Department. MFY staff was called in to provide technical assistance to the Department which seems prepared to depart from the clerical orientation for new careers development toward a genuine para-professional model.

In some respects, NHOP has influenced other health programs in the city, indirectly. For example, the Community Health Centers sponsored by OEO have a strong non-professional component in their staffing patterns. During the winter of 1967, New York's Community Development Agency invited local sponsors and administrative staffs of the seven health centers in the city to meet with MFY staff members and other programs of similar character in order to gain the beneift of their experience. Many Training Directors and administrators from the health centers followed up by calling upon MFY for advice, assistance, and more material on how to utilize non-professionals in the health services field.

This experience shows that while many communities are reluctant to admit that the methods of a more experienced agency may be useful to them, the difficulties encountered in "starting from scratch" have forced them to seek support from the New Health Occupations Program. Because it has had a long and arduous history and because it has proven itself as one of the more successful programs in the country, NHOP remains the model, despite the fact that conditions within specific communities make necessary deviations from the norms established in its initial demonstration.

Program Operations

A. Recruitment and Selection

MFY's selection procedure comprises six steps--application, completion of Home Questionnaire, group session, group discussion, individual interview, and final selection. The original pool of applicants came primarily from the files of the Adult Employment Survey of the Lower East Side. Subsequent candidates were chosen from among those not interviewed for the first group, others who had heard of the program from friends or neighbors, persons referred by other MFY programs, and other agencies such as the Department of Welfare and settlement houses.

For the St. Vincent's and Maternal and Infant Care Project, MFY drew upon a long waiting list of interested persons assembled over a two year period. Some were eligible for the first training program but had to be turned down then for lack of openings. Other recruitment sources were community corporations, neighborhood manpower centers, and other departments within MFY.

The current training program with the three hospitals differs slightly in its recruitment procedure from the other two programs in that trainees were selected from applicants who were already employed in aide positions in the hospitals.

B. Training Schedule

Trainees generally spend the first ten weeks in Training Phase I, including approximately twenty-one hours a week in classroom, field trips, seminars, group meetings, and counseling. Approximately fifteen hours of class time are devoted to basic education, including preparation for the high school equivalency exam; the remainder is spent on the task-oriented basic curric ulum. Two days a week are spent in on-the-job training under the supervision of a hospital or clinic staff person. During the remaining thirty weeks, trainees spend three days a week at their OJT sites and two days in classes at MFY that carry forward vocational skills intruction and basic education.

Although the above model serves as a guide for the program, training may vary in conjunction with the curriculum material which must be covered, specific and individual needs of emoloying institutions, and trainee performance.

C. Curriculum Development

NHOP methodology integrates basic education, vocational instruction, on-the-job training, personal counseling, and educational upgrading into a curriculum which stresses a problem-solving approach to learning based on actual work experience. The combination of these elements has resulted in training that the staff

feels has demonstrated unusual holding power, applicability to a broad range of job functions, marked change in trainee self-image and in their educational and career goal.

Curriculum development begins with the job to be learned. The procedure has been for MFY's Training Director and the cooperating institution to prepare a detailed description of the job for which the program is to qualify trainees. Next, they compile a list of all skills (both technical and interpersonal) that must be mastered, beginning with the most basic and proceeding to the more complex. MFY sees the importance of outlining each step of the learning process and estimating the time required to learn successive steps. In this manner, a training curriculum with definite structure and schedule is developed. After OJT supervisors and MFY training staff have decided which elements of the curriculum should be taught or reinforced in the classroom, MFY training staff uses the model to build individual components of the classroom. instruction. As in the OJT training, instruction proceeds to the greatest degree possible, from the basic and simple to the more complex.

Throughout each of the programs, curriculum has been revised where it was found to be unworkable. By continually reassessing the progress of training, involving the employing institution in curriculum development and on-going evaluation of

the training, obtaining feedback from OJT supervisors, plus follow-up reports after placement, the program curriculum has been maintained at a high degree of quality and relevance to the work situation to be faced by program graduates.

D. Curriculum

Each of the NHOP training programs has utilized a "core" curriculum designed to impart an understanding of underlying concepts related to tasks; to teach basic job-related tasks; to impart an elementary knowledge of health problems and practices; to increase trainees' ability to work with people; and to strengthen their basic knowledge so that they can qualify for high school equivalency or higher education. The curriculum has resulted in an integrated course of study that augments basic educational component - (math, English, and science) with social science and health courses geared to the requirements of the job. Although the specific subject matter has varied, depending upon the jobs trainees were preparing for, the methodology has remained the same: to make each element of the curriculum further the program's primary goal of teaching trainees how to perform the job well and to relate each component (whether basic education, vocational skills instruction, OJT, or counseling) to the others.

This integration has been achieved in a number of ways. When teaching principles of human service, English grammar, or

Mathematics, instructors have frequently used materials or illustrations from the field that trainees were preparing to enter. In social science courses, particularly, on-the-job training experiences have been examined in the light of trainees' growing knowledge of human behavior. Role-playing and Case Seminars have provided opportunities for trainees to analyze situations comparable to those they will encounter in their job, and to learn appropriate responses.

MFY instructor's share ideas and techniques with each other and with the Training Coordinators who act as liaison with OJT supervisors. Staff meetings are held regularly to discuss curriculum and trainee progress, although much information is exchanged informally.

E. On-The-Job Training

There are twelve hospitals/institutions participating in the program. Some of these, Gouveneur Health Center for example, are no longer training sites although they remain as employers of those individuals placed with them. It is probable that some of these will resume a training role in the future as more jobs are created and as those who were originally placed with them move up the career ladder. For the OJT training, MFY participates with the hospital in the designation of field work supervisors on the staff of the participating hospital or institution. Although the OJT supervisors are not directly employed by MFY, close coordination

is maintained by MFY during all phases of the field work training. Much of the focus has been through use of the team approach. Toward this end, weekly meetings have been held to discuss progress and future plans and to provide for an exchange between trainees, supervisors, and MFY staff. This approach is thought to be most effective as it provides the trainee with a realistic exposure to the actual work he will be doing and realistic supervisory conditions as well as a natural vehicle for weaning the trainee from the more supportive MFY staff. This structure provides a vehicle for cross-fertilization between the more supportive, trainee-focused components of the program (MFY), and the more service-focused, less supportive components (the participating institution).

F. Counseling

Throughout the training period, trainees are assisted with personal or job-related problems and provided emotional support. Counseling is scheduled at two or three week intervals; however trainees have been encouraged to seek help whenever they have problems they cannot solve on their own or anxieties about the program. Specific services provided by Counseling staff have included assistance with welfare and housing problems, aid in obtaining special allowances for carfare, dispensing health care information, referrals to MFY legal services, job-related supportive

counseling, superficial marital counseling and referral, referrals for employment outside of the program, and assistance in filling out applications for employment.

Most important has been the job-related counseling. Some trainees have needed help in understanding and accepting their new role as a provider rather than a receiver of services, particularly when they succeed in obtaining a service for a patient that they themselves have been denied. In other cases, counseling has been especially effective when the trainees' ability to function adequately has been hampered by difficulty in accepting supervision.

Trainees have generally sought counseling on a voluntary basis and have readily shared experiences of difficulty. Because staff has a knowledge of facilities and agencies within the community that are helpful in problematic situations, absences have been minimal in the academic program. Upon interviewing some of the graduates of the program, many credited the program's counseling effort with making a crucial difference in their attitude toward themselves, their new occupations, and their overall success on the job.

G. Continuing Education

MFY has long since recognized that many new careerists who want advanced education must earn fulltime salaries or drop back into poverty. For many adult household heads, a combination

of work and study is likely to be more productive than spending full time on either. What is needed are college work-study programs with stipends to cover time released from work. Since the first Social Health Technicians completed training, MFY has made considerable progress toward opening opportunities for advanced education to new careerists.

The Borough of Manhattan Community College has agreed to a two-step college work- study plan in cooperation with MFY. As the first step, trainees may earn advance college credits for BMCC-approved courses offered as part of MFY's coordinated curriculum. Any student successfully completing these courses will be granted college credits toward a degree program on admission to the college as a bona fide student. Those lacking a high school diploma may take and pass the course without it, but must obtain the GED prior to college admission. In its present curriculum, MFY's Sociology and Health Education courses have been certified for credit.

As the second step, NHOP graduates will be admitted in a college work-study program leading to an Associate of Arts degree appropriate to their interests and needs. The program offers instruction and tutorial coaching to strengthen academic subjects, study techniques, and oral and written presentation of ideas. It also includes counseling with regard to personal problems, vocational

and academic goals. MFY and BMCC's Dean of Faculty look forward to making this program available with a number of options to NHOP graduates, including liberal arts (with specialization in social service) inhalation therapy, medical emergency technology, and mental health.

This program has the following innovative features: (1) inclusion of credits for supervised work experience eases a rule that matriculated students must carry at least twelve academic credits per semester; and (2) adoption of a trimester system, proposed by MFY which permits credits earned during the summer session to count toward the Associate degree program. In each trimester, the student may earn two credits for related work experience. The program is designed so that a person who works half time and studies half time can complete credits for an Associate degree within two calendar years after matriculation (including credits earned in Step I.

Modifying NHOP's integrated training to include college level courses is a challenge that is being tested during this current academic year. MFY can begin to judge the effect of these courses on trainee's goals and further education as they are able to move into Step II during the college year beginning in September.

SUMMARY AND RECOMMENDATIONS

It is apparent that MFY's New Health Occupations Program is one of the most successful Manpower "Training programs in the country. In addition to the fact that most of its goals and objectives have been achieved, it has eliminated a number of institutional barriers that have previously existed in the New York hospital setting and has thus been a prime factor in bringing about "institutional change". The methodology employed and the data accumulated from the NHOP should prove invaluable for other communities involved in or planning similar programs.

The experience of this and previous programs funded under various legislation, points to the tremendous problems inflicted on program operations by short-term, year to year funding, imposed starting and ending dates, inflexible guidelines for day to day operations with a lack of awareness of local problems and logistical considerations. As a Research and Demonstration Manpower program which is successful and has overcome many of these obstacles, MFY should have information for OEO which could alleviate many operational problems for existing and planned manpower programs.

For all of these reasons, PTTA feels that the project should adequately document its activities and accompolishments. The sequence of the components historically, their inter-relationship and interdependence are central to understanding the development of the program and its successes to date. These have previously not been defined; therefore, the program should aim at defining them more precisely.

In addition to recommeding thorough analysis and documentation of the program, PTTA, based upon the findings of its last site visit, also makes the following other recommendations:

1. A thorough analysis of staff functions so as to avoid overlapping and duplication of roles.
2. Greater administrative control over institutions providing on-the-job training so as to insure close coordination during all phases of the field work. There is also a need to involve OJT supervisors in the academic program.
3. A detailed analysis of curriculum to insure that it is maintained at a high degree of quality and relevance to the work situation.
4. Trainee participation in the planning and development of curriculum so as to insure satisfaction of needs and maintainance of relevance throughout the program.
5. Installation of a Management Information System to simplify the volume of data being collected by the program.

PROJECTION 70, INC.

Introduction

Projection 70 was funded in June, 1968, the first phase of a two-phase project which would test the ability of indigenous youth and campus volunteers working together to establish a youth oriented and youth managed community services project. In the first phase, sensitivity training and community organization was to be accomplished. Phase II would be the implementation of program objectives and service components determined by the youth during Phase I.

At the time of our initial involvement with Projection 70, the project was just completing an IBM training program for data processors and key punch operators and was graduating eleven of the original thirteen trainees enrolled. In addition, project personnel were working assiduously at preparing trainees to take over the Board of Directions of Projection 70. The eight working graduates (two trainees lost their jobs primarily due to absenteeism and one dropped out because of preganancy) were in the process of recruiting two more community residents to participate on the Board. Plans were being made for a meeting which would formalize the transition of the corporation from a staff controlled organization to an indigenously controlled corporation.

Project Staff

The project staff has proven its dedication and committment in numerous ways. For example, staff had taken pains to maintain contact

between trainees and their future employers on a periodic basis throughout the training. They also arranged informal meetings between the trainee and his future job supervisor one week prior to placement. In addition, they have demonstrated exceptional perceptiveness and understanding of the problems of youth. Credit must be given for the intensive effort put forth in preparing the youth to take intelligent control of the policy and operation of the project. Staff has also held training sessions on program policy, parliamentary procedure, project management, and administration. Even after trainees had graduated from the program, staff continued to provide follow-up and counseling support.

Program Operations

The Board of Directors consisting of indigenous youth, is now organized. Several other individuals from the community were added to the eight people who were trained through the project to create the Board. As of our last contact with the program, the Board and previous staff of the project, had entered into a developmental phase for an anticipated new program year. During this phase, they were examining a variety of directions in which the corporation could move through discussions among themselves and with the community at-large. It was anticipated that in the next month, the directorship of the corporation, would be legally transferred from its present Board of Directors, to the Board of Directors consisting of the indigenous youth. A variety of mechanisms for involving the university and private industry at the Board

level were also being considered.

The new organization should be a unique one. Its members are youth who are employed by establishment firms but, who live in, and remain close to the daily life of their community. They have not yet been alienated from either segment of the society and may be able to build a critical bridge between them. The opportunity to determine whether the thrust of such a group can be maintained, and developed as a significant mechanism for Community Development, is one that should be carefully examined by OEO.

During October, 1969, the newly constituted Board of Projection '70, consisting of indigenous youth, surveyed the community to develop a base of statistical support for program priorities for the refunding proposal, which had already been verbally communicated to the Board. Final statistics were compiled shortly thereafter. Simultaneously, a preliminary draft of the refunding proposal was prepared.

Later, the Project Director visited Washington with a preliminary draft of the refunding proposal for Projection '70, Inc. PTTA met with him to review, analyze, and criticize the preliminary proposal. In general, recommendations were made concerning the format and content of the proposal. Special emphasis was placed on including in the proposal a statement of the progress and accomplishments of Projection '70, Inc. Other recommendations included:

1. A tightening of the program design, to more clearly specify how components would be carried out,

2. A more specific statement concerning the integration of the components of the program system,

3. The development of a summary budget.

On October 20, a meeting was held at OEO concerning Projection '70. The purpose of the meeting was to discuss the prospects of refunding for Projection '70, Inc. It was noted that any refunding would come through the Community Development (CD) Division of OEO, since the agency reorganization had placed youth projects like Projection '70 in that Division. The CD division indicated that there was a reasonable chance for refunding.

PTTA continued to monitor project development activities and provide technical assistance when requested. Plans were tentatively set for PTTA to attend a meeting of the Board of Projection '70, Inc. near the end of November to asses the operations of the Board as well as its potential as an indigenous organization. However, prior to that meeting, we were relieved of responsibility for the project by OEO.

SUMMARY AND RECOMMENDATIONS

Based upon the fact that our involvement with this project was limited to only two months, PTTA is refraining from making recommendations that probably would be ill founded. We will only conclude that the Projection '70 has all of the makings of being a successful project. Since the project is located in a community where little has been done in the area of community development, youth are in a good position to become an integral element of community action planning.

RADIO ELECTRONICS TELEVISION SCHOOL

"Recruit, Employ, Train Successfully" (RETS) is administered by the Radio Electronics Television Schools, Inc. and was originally funded in April, 1968. The purpose of the project is to provide training in the field of electronics for 100 persons characteristically described as the hard-core unemployed or underemployed. The program involves basic education administered concurrently with vocational education, productive work experience for which the trainee will receive pay, supplemented by a stipend, and a work-study program which will provide him with a sustaining income while continuing his training. Training provided at this institution will ultimately prepare the student for a career as a television or radio repairman, or as an Industrial Technician. The program hopes to demonstrate that the existing manpower shortage in the electronics field can be filled by "hard-core" participants.

Project Staff

The Project Director is Mr. Stanley Holmes who previously served as Assistant to the Project Director who resigned in October, 1969. He appears to be capable, has great interest in program activities, and an even greater interest in the participants of the programs. He does however, lack access to the administrative authority that would allow him to perform as director. He is presently the only project person whose job description provides responsibilities for project operations and who is designated in

the budget as spending 100% of his time in program and program-related activities. Almost all contact with trainees in and out of the classroom, has in one way or another been his responsibility. So while he is the one closest to the actual daily program operations, the administrative authority is vested in the President of the school.

There is no doubt that the President is very interested in the development of a successful and productive training program, as he has expressed concern for the trainees and the ways in which he might help them more nearly realize their full potential. However, concern alone can not implement the program in an effective manner. There have been occasions, for example, when the Project Director made recommendations relating to the program upon which the President failed to concur. This situation has presented delays in implementing changes and in some cases, has caused changes not to occur at all (an example being the total lack of placement in training-related jobs in the first phase of training).

The supervisory and instructional staff of the project were drawn largely from the RETS faculty. These individuals possess valuable expertise in the training area and significantly strengthen the training provided. The resignation of an electronics instructor was regretably one of the most outstanding events during the month of January. He had worked closely with many of the trainees and had known or worked with all of them at one time or another. His knowledge and experience as an instructor was respected by the students and he was well accepted by many

of them. Although his absence has not had a negative effect, it certainly has not gone unnoticed by the trainees.

Program Operations

A. Recruitment

Most of the recruitment efforts were through the use of CEP and other agencies in the community. Apparently there was little or no communication between referring agencies and the training program. People were sent to RETS with no information concerning the substance of the project, other than the fact that the program paid a stipend. They were not informed of the conditions relating to the payment of stipends but were led to believe that it was a part of the total program. This information was false and apparently it was at this point that a number of trainees were lost to the program. Both the President and Project Director of RETS expressed their feeling that RETS should have had authority for selection of students.

B. Basic Education

The Basic Education component is a necessary part of this program and should not only be relevant to the students but to the program as a whole. For this reason, it should not be cut off at a set time, but continued as long as it is required. Instead, we found this component ceasing promptly at the end of the fifteenth week, regardless of trainee needs,

thereby leaving to themselves students with a situation which is at the least, a difficult program even in normal circumstances. The President also feels that greater emphasis should be placed on basic education, including a special ABE course before the start of technical training. He attributed the fact that some students could not successfully negotiate the technical training curriculum due to reading and math deficiencies.

Recognizing that the Basic Education component was inadequate, the former director and present director, initiated a GED program for students at RETS. Classes take place two nights a week for two hours each evening at the Harlem Park Community School in Baltimore. The Project Director not only attends classes himself to serve as an aid to students, but has arranged for volunteer help in the form of seven undergraduate students from Morgan State College and Community College of Baltimore to act as tutors in order to provide much needed individual instruction and coaching. Initially, attendance at the classes was good (twenty students were attending classes in October); however, recently, the attendance has decreased by one-half (only ten were enrolled in January).

Despite the fact that the GED program still exists, nothing can be reported on passage of the GED exam by any program participants and special problems still exist in the lack of basic education in some areas, particularly math.

C. Job Development and Placement

It is imperative in a program of this nature that the jobs on which students are placed, be training-related; this, however, has not been the case. Of the thirty-five students enrolled in October, only five or six were employed in training-related jobs; the remainder were employed in positions ranging from dish-washer to bricklayer, at salaries ranging from $1.25 to $4.30 per hour. Students did not fail to make their feelings known to the Project Director. They expressed concern that practically none of them had been given an opportunity to apply for training-related jobs through the Job Development and Placement Division of the RETS school. If any concerted effort has been made in this direction by the school or its job development staff, it has certainly not been apparent to PTTA.

The President of the school feels that the length of full-time training (30 hrs/wk) during which stipends are paid should be extended to 30 weeks, but that the extension should be coupled with the requirement that students meet specific minimum performance standards. He feels that the 15-week period allowed in the present program design was inadequate to provide trainees with the basic skills they required.

D. Counseling

Counseling is indeed an integral part of any manpower training program. It is through this media that the trainee is able to adjust to his new situation. Counseling appears to be inadequate in that it has never been set up on a regular basis. It has generally been left to the student to recognize the existence of a problem and seek counsel. Since only twenty-six of the original trainees have remained in the program, it appears that they have realized, to varying extents, the tremendous investment they have already made in time and effort. It would seem that counseling and support would be extremely important to insure their remaining to complete the program.

Summary and Recommendations

It is fairly obvious that the RETS program has failed to accomplish if not all, at least a substantial part of its original goals and objectives. It is a fact that no significant effort was made or reported to have been made to correct the deficiencies in the program. It is also true that a substantial number of trainees were caused to wait much longer than was possible for them to wait for part-time employment. (In at least some cases, more than fifteen or twenty weeks.) This would, in part, account for the high drop-out rate experienced.

Due to the many problems that developed in the course of program operation and the fact that most, if not all of the Demonstration features have been nonexistent or unattainable, and because little, if any information is available on program operations, it is not possible to determine whether or not the demonstration features were in fact valid. In addition, many pertinent facts not presently available are needed to properly assess the validity of any recommendations that may be made relative to program operations, as well as to provide a basis for self-evaluation by the project. Such data should be collected and examined before even preliminary analysis of the program design and operations can be undertaken.

The last training cycle of RETS is scheduled to end during the latter part of August. At that time, a period of approximately three months will be devoted to the gathering of follow-up information concerning trainees and program operations as part of the preparation of the project's final report. The project will undetake its own evaluation during these months designated for follow-up. PTTA developed a plan, as explained in our April monitoring report, that will serve a dual purpose relative to the project's final report. First, it will serve as an instrument for recording participant observation follow-up data, and second, it will provide a mechanism to be used by the project for purposes of self-evaluation. Because no third party evaluation has been planned, it is extremely important that the final report accurately reflect and assess fully the program design, its implementation and operation based in large

part on the implementation of the plan just described.

It would appear that the only useful demonstration to be accomplished through this grant would be in determining the factors that have caused the twenty-six remaining trainees to still continue their course of study. To this end, PTTA proposes that OEO consider a survey of these individuals to determine the relevant factors contributing to this situation. In addition, we strongly recommend that a third party evaluation of some extent be implemented. In light of the present placement statistics, such an evaluation might hold significant implications for future manpower programs.

GUARANTEED EMPLOYMENT PLANNING PROGRAM

Introduction

The Guaranteed Employment Planning Project was funded under a three month planning grant in June, 1969 for the purpose of developing a Guaranteed Employment Program which will meet employment needs as they exist in Nassau County and provide an alternative to the welfare system for the potentially employable. The planning grant was to enable Nassau County to develop an operating plan.

The program would be designed to intervene and begin at the time of application for assistance. An extensive case work-up, with a view toward employability planning, would be prepared and the individual could then elect to become a client of the manpower agency.

A decision was to be made during the planning period on the scope of the project--whether to concentrate on a particular community, a random sampling of cases, a specific category of cases, or some other selection method.

An appeals procedure would be provided in case the agency and individual could not agree on a mutually acceptable work plan. All aspects of the community would be represented on any appeal board (including the minority community and various categories of the welfare caseload).

Financial incentives, work situations, career ladders, training opportunities and a research design were also to be created.

Project Staff

The Project Director was Mr. Elwood Taub, Director of the newly created Office of Manpower Development. Dr. Frank Riessman, Director of the New Careers Development Center, his Associate, Mr. Alan Gartner, and the Center's Director of Research, Dr. Sumner Rosen served as prime consultants in the development of this project. Their outstanding work in the area of opening up new career opportunities for those previously denied upward mobility is well known. OEO felt that their agreement to develop the project would assure a scientifically devised research design, emphasis on more than a mere job, skilled professional personnel, and adequate evaluation procedures.

Program Operations

During the time of our involvement with the project, two significant activities took place, both of which PTTA attended. The first of these was a public hearing in Mineola, New York on October 14, 1969. The purpose of the hearing was to allow citizens, business, labor, established institutions, and others an opportunity to engender their ideas and opinions of this proposed program. The other activity was a two day conference on the proposed program which was held on October 27, -28, 1969, in Garden City, Long Island, New York. The purpose of the conference was to provide expert opinion and assistance in addressing problems and/or questions manifested since the inception of the planning grant, and more particularly, since the public hearing held two weeks

earlier. A description of these activities follows:

A. Public Hearing

The hearing began at 11:15 a.m. with introductions by Mr. Elwood Taub, the proposed Project Director. He introduced Messrs. James Truex, Deputy County Executive, and Alan Gartner, Associate Director of the New Careers Development Center at New York University. (Dr. Frank Riessman, Director of the New Careers Development Center was also present later, for the afternoon session.) Mr. Truex was representing Mr. Eugene H. Nicherson, the County Executive, who could not attend the hearing because of prior commitments. Mr. Truex read a prepared statement by Mr. Nickerson at the opening of the morning session. The statement summarized the goals and objectives of the proposed program and envisioned success and the groundwork for a national program based on the experiences in Nassau County.

The next part of the agenda provided for presentations by members of the audience. All of the speakers supported the concept of the possibility of success for the program. The following is a list of most of the speakers, the group or organization they represented, and a few of their comments:

(1) Mr. Leonard Moreno, Long Island Personnel and Guidance Association, was concerned about counseling and testing of program participants prior to their

being selected and during their tenure in the program.

(2) Mrs. Emma Morning (black) of the Welfare Rights Tennant Organization, said this program would demonstrate that poor people want to work provided they can maintain their dignity, have career possibilities, and there is an adequate salary. She suggested that the starting salary should be a minimum of $5,700. She also emphasized the fact that tests do not necessarily determine a person's qualifications for performing a job. Frequently, tests are used to screen-out persons. Care must be taken not to screen-out talent in this program. When asked by Mr. Gartner if some of the project staff should come from welfare parents, her answer was yes. Mrs. Morning also added that they could probably do a better job since welfare parents are more sensitive to the welfare situation and the needs of the poor.

(3) Two representatives from the Long Island Council on Alcoholism, a volunteer health association, after extolling the virtues of their organization, offered to receive referrals from the program.

(4) Mr. James Couch (black) CAP Director of the Glen Cove Economic Opportunity Center, suggested that the underemployed should be taken care of first with guaranteed

full employment. Supportive services are critical in meeting the needs of the poor. He said speakers from industry should be utilized to address the problems one encounters in the world of work after long or sporadic absences from consistent employment. He emphasized the imporatnce of day-care facilities since the majority of the unemployed are women with pre-school as well as school-age children. Comment was ma de on the enormity of the public transportation problem in Nassau County. A suggestion that private business subsidize day-care facilities for its employees was presented. Concern about the real possibility that this program might become another source for "cheap labor" was also expressed. In regard to employers, especially line supervisors, Mr. Couch expressed the need for them to change attitudes and behavior towards minorities. Finally, reiteration of the current demand that the people being served be consulted and actively involved in the planning and operation of this program was advocated by Mr. Couch.

In response to questions asked by Mr. Gartner, Mr. Couch siad that environmental training about new jobs should be provided for clients in order to allow adjustment

of the client to take place. He also expanded on his remarks about day-care by saying that a consortium of small businesses should establish centers. Centers should be on the work site, near it, or in the communities where the greatest needs are present.

(5) Mr. William Landau from the Rehabilitation Institute, emphasized that the salaries received by program participants who work for private industry, should not be influenced by supplemental monies of any kind.

(6) Mr. James McDunaugh from the Legal Aide Society let it be known that the Society handles both civil and criminal matters. The Society was on record in support of the proposed program.

(7) Mr. Roseo Capanaro, Long Island Federation of Labor (AFL-CIO) said labor supports the program.

(8) Mrs. Josephine Lumkin (black) represented an organization that was against mothers working on a compulsory basis. Mothers should have a choice, to care for children or to work. Some mothers may want part-time employment and provision should be made for such situations.

(9) Mr. Arnold Golditch, New York State Department of Education, tendered support from this important sector.

(10) Mr. Don Houk, Nassau County Vocational Education Extension Board, emphasized a need for a change in the State education laws. He said there should be a guaranteed education program.

(11) Mr. Hugh Wilson, Field Director of the Tenants Rights Organization, supports the program but offered several opinions. These included the following:

(a) The program must be voluntary;

(b) Day-care facilities, planned with welfare recipients, must be provided;

(c) Employers and unions must be "de-racified";

(d) Jobs must be relevant and provide for upward mobility (career ladders);

(e) Intensive support services during the program and after job placement is necessary;

(f) Starting salaries should be a minimum of $5,800.00;

(g) Tentative staff should be tested via psychological and other tests to avoid having racists on the staff;

(h) Should be coordination with established job development or matching institutions, i.e. E.S., CAP's etc.

(11) ALIVE (Association of Long Island Vocational Education) had two representatives make presentations. It was re-recommended that the services provided be well coordinated

and the need to include industry in the planning and operation of the program.

Other groups represented and offering support included: Family Services Association; Commission on Human Rights; Economic Opportunity Center operated by the St. Vincent de Paul Society; Long Island People's Corporation; and the only representative from industry, although many were invited, from the Long Island Lighting Company, who was black.

In summary, it was a positive public hearing for the planning staff. Unanimous support emanated from the many speakers. Enforcement of detailed methodology to attain projected program objectives was also provided. Possible pitfalls in program details were discussed and alternatives offered. It was difficult to determine the overall attendance since it was an all-day hearing with people arriving just prior to the appointed time to make their presentation. An estimate of the total individuals in attendance might be from seventy-five to one hundred.

B. Conference

The two day conference on the proposed Guaranteed Employment Program began at 9:00 a.m., Monday, October 27, 1969. The participants included professional consultants from a variety of related disciplines, staff from the planning project, representatives from several county agencies, and federal agencies, and Dr. Riessman and

Mr. Gartner from the New Careers Development Center of New York University.

As a part of the pre-conference package, several questions were provided participants. These questions were the bases for the conference and provision was made for participants to move in a multiplicity of areas depending on their particular orientation or interests.

Mr. Elwood Taub, Director of the Nassau County Office of Manpower and proposed Director of the Guaranteed Employment Project, opened and chaired the conference.

Dr. Riessman raised the issue of the need, not only for supportive services for the program participants, but consideration of basic changes in the system and its establishments in both the public and the private sectors. He also posed that the term "unemployable" seems to be a misnomer. What may be happening to most people is that their talents are not recognized or the manner in which jobs are constructed does not provide for utilization of an individual's talents.

Mr. Truex, Deputy County Executive, stated that there is a critical shortage of housing for the poor. He further stated that unemployment in the county stands at about four and a half (4.5) percent while hundreds of jobs remain unfilled. He said the reasons so many jobs are unfilled are because:

1. Many require high levels of technical skill.

2. Salary for others is $1.60 per hour or less without possibilities for upward mobility.

3. Public transportation to many jobs is either non-existent, or the service is poor, and expensive.

In providing additional information to the conferees, Mr. Taub said the private sector is the largest group of employers. The biggest companies include Grauman, Hiller and Sperry. He said that 40% of the populace of Nassau County also work within the county. Minority groups (blacks and Spanish-speaking) constitute 5% of the population. 52% of welfare recipients are white. Applicants for welfare are at a rate of two-to-one white.

Dr. Riessman suggested that people-service-systems are really anti-service systems. Schools discourage learning; prisons teach people to be criminals; welfare degrades people; employment services do not find or develop employment, ad infinitum.

It was suggested that there are two opposing points of view to be considered regarding employment - keeping the family together versus getting a job. In a family where there are children, is it better for the mother who is head of the household to work or to stay home and care for the children? Several conferees said this is a personal decision to be made by the mother independently, just as middle class mothers make a similar independent decision.

It was discussed that the program participants could come from three different groups when viewed from the point of welfare. There are people on welfare, applicants for welfare, and people who are eligible for welfare yet have never applied. A fourth group was mentioned later. Those who are repeaters, periodically on and off welfare, who might be tenuously off welfare during a selection period for program participants.

These issues were the crux of most of the discussion which took place.

Dr. Harold Watts discussed a Research and Demonstration program operating in New Jersey which is similar to the proposed GEP being discussed. The title of the program is the Graduated Work Incentive Experiment. It is a three-year R & D project which has been operative for about one year.

The Seattle experiment, in a parallel area, was also mentioned. This project is about to begin and is to be conducted by Stanford Research, which also did the planning.

On the second day, Mr. Seymour Brandwein from the Department of Labor raised several pragmatic questions. These included the following:

What is the proposed program design?

a. The numbers of people?

b. The budget dollars projected?

c. The length of the program?

d. The innovative aspects which make this program different from established existing programs?

e. How many employers are, or could be, involved and how can their active participation be secured?

f. What kind of new employers should be created? Or should they be created? e.g. New Transportation system? Day Care services? etc.

In response to the dollar amount of the program, the figure approximated was one and a half million.

Mr. Brandwein said that planning for 1.5 million dollars is alright but consideration and planning for five million should also take place. 1.5 million is too small for an R & D program especially, and one year is too short a period of time. The probability of gathering meaningfully hard data from this or any other first run micro experiment is negligible.

Planners of the program agree on staffing the program with welfare recipients. They could serve as counselors, trainers, out-reach workers, etc.

Other questions which could lead to objectives for the program, include the following:

1. Does AFDC or welfare in general exist because the male head of the household has had a poor employment history?

2. How does a family headed by a female become viable?

3. Is "unemployable" a real term?

4. What are the implications of an only child being placed in a day-care facility while the mother is placed on a job? Is it better for the mother to stay home and take care of the child while her physical needs are met by society?

5. What are the "real" benefits from an increase of income to a family? Are they able to get better housing, medical care, education, etc.

6. What about "distributive justice"? Is the lack of employment for certain females a negative quality for that person? Should she have a choice? Are the standards applied equally to stratas of this society?

In summary, this conference provided the planning staff with significant expert opinions, ideas and suggestions. This experience coupled with the public hearing held earlier in October and the other work done by the planning staff should have resulted in an effective proposal to implement a Guaranteed Employment Program.

SUMMARY AND RECOMMENDATIONS

This project was completed in December, 1969, with the submission of a proposal to implement a Guaranteed Employment Program

for 450 families in Nassau County. The basic theory of the program is that if people are provided guaranteed employment and training for a year at the moment when they are initially seeking welfare, they will never require welfare benefits, but will become tax paying workers. A number of models for the payment of benefits were devised, in addition to the training system which was developed. The total anticipated cost for the Pilot effort was to be $3.7 million for nine months.

A complete picture of the program demands that the proposal be read. We would note, however, that the concepts of the proposal should be considered carefully in light of the new National plans for Public Assistance.

MANPOWER DEVELOPMENT CORPORATION

Introduction

The Manpower Development Corporation was originally funded in April, 1967 for the purpose of developing a statewide model for industry-oriented manpower training through the cooperative efforts of industry labor, state and community agencies including minority and neighborhood groups. MDC has operated Research and Demonstration programs for the Department of Labor as well as OEO.

MDC has as its unique features, the application of the advanced technology of industry to the problems of poverty; the employment and deep involvement of the business and industrial community at all levels of planning and operation; and a sub-contracting to industry of many of the training and administrative functions. MDC's purpose is to involve North Carolina industry in direct participation in the upgrading of workers in entry-level and low skill jobs and to adopt new methods of training to the public sector. It was hoped that where there was a need for institutional change, such need for change could be pointed out and perhaps effected by MDC's experimental projects, studies, and evaluations.

MDC is currently performing two tasks with OEO monies: (1) Field testing of the Cleff Job-Match System and (2) The State-Wide Manpower Planning Function.

Program Administration

MDC has demonstrated significant local technical capability. In fact, PTTA feels that their Manpower staff is one of the most skilled in the country. The success of the six programs they have operated and the new concepts that they have generated, attest to the effectiveness of the administrative staff.

Program Operations

A. Pre-Vocational

The success of the Pre-Vocational Center has resulted in the submission to the legislature of North Carolina, for consideration during the biennial session of 1971, a plan to make pre-vocational training for the "hard core" an integral part of the Community College program of the state. Funds have also been requested under the Experimental and Demonstration Section of the Adult Education Act for Lenoir Community College to begin a Pre-Vocational program as a model for others in the future. This experimental program and the pending legislation form a critical basis for state-wide manpower programming.

B. In-Plant Training

This training has demonstrated that the NAB concept can be spread to rural areas and remain effective. In fact, MDC has shown that under proper circumstances, industry will bear the major cost burdens for training. MDC has provided only

management and curriculum; industry has paid the other costs.

C. Management Awareness Program

MDC has developed a sophisticated Management Awareness Program for industrial management of all levels. The program, simply described, is an effort to acquaint industrial management with the unique problems and characteristics of the hard-core poor, Caucasian and Black. To date, MDC has paid for staff while industries have assumed the cost for facilities. In the future, some industries have indicated that they will pay MDC for this service. The MAP has been highly successful, and may provide a model for similar efforts in other states.

D. Mobility Program

MDC has begun discussions with the University of North Carolina concerning the creation of a graduate program in Manpower Development and Training. Such a program is badly needed not only in North Carolina but throughout the country. To PTTA's knowledge, it would be the first of its kind in the country. With the gap between the unemployable and employability growing, it is a major credit to MDC that they have initiated this venture to meet a critical need.

E. State-Wide Manpower Planning

The success of all of the programs just described leads to the unmistakable conclusion that MDC has created a strong state-wide planning and program operating organization.

F. Cleff Job-Matching Profile

MDC's planning has extensively involved existing manpower services agencies, especially the North Carolina Employment Security Commission. The Cleff Job-Matching Profile has been a cooperative venture with ESC, and it is hoped that the project will become an integral part of the ESC program.

Since this is the most recent venture of MDC, PTTA examined it carefully at the time of its last site visit. The following is a description of the system as we viewed it:

The Cleff Job-Matching System presently being operated in Charlotte N. C. by the Manpower Development Corporation is housed in the Opportunities Industrialization Center (OIC) Building. Clients who use the system are referred by counselors of OIC, and output from the system is in turn forwarded to the client's respective counselor for further evaluation.

When a referral is made by the counselor to the matching system, the client is instructed in how to complete the SICL (Self-Interview Check List) which is then fed into the computer console installed in the same OIC office.

The computer evaluates and compares results with the JOCL's (Job Order Check List) currently on the memory banks and prints out the clients evaluation and the selection of potential jobs that were made by the system.

Once this information is forwarded to the client's OIC counselor, it is out of the system's hands and any further action is left to the counselor.

Plans are in process that would extend the services of the system by installing consoles in other facilities such as the Employment Service. In this way it is felt that an expansion of the job development effort could be more easily and economically accomplished. This would in fact appear to be so. However, one problem still exists in a general way concerning the system.

In reviewing follow-up information recently made available to PTTA, it is very clear that adequate information is not available to properly assess the true value of the system. Information regarding the value and use made of matching which does not lead to a job, but to a referral for training, is inadequate. In any case, the follow-up information available is incomplete and not the result of any formal information system, but rather of the effort of one man to gather what information he can about the clients served by the system.

It appears somewhat unreasonable to spend a great deal of time and money on the development of a System such as the Job Match while simultaneously not allocating sufficient funds to develop a means for evaluating its relative success or failure, and potential usefulness.

SUMMARY AND RECOMMENDATIONS

Manpower Development Corporation has operated programs for the Research and Demonstration Division of OEO for several years. Over that period of time, the organization has developed and retained the expertise of a number of individuals in Manpower. PTTA's experience with them has demonstrated what to us, constitutes a high level of competence.

At this time, the OEO investment is being used primarily to test the effectiveness of the Cleff Job-Matching System as a mechanism for assessing the capabilities and desires of the disadvantaged and matching them to the requirements of particular jobs. The problems being encountered in this effort relate to the inadequacy of resources rather than lack of technical capability on the part of MDC. In light of the interest of the Department of Labor in possibly instituting Job-Match Systems as part of the redesigned Employment Services, this study is of national significance.

OEO funds are also being used to support a portion of administrative costs for MDC to carry out the State-wide Manpower Planning function. At a time when the delegation of Manpower funds directly to states is being recommended in legislation, it is a potentially significant model for the operation of manpower programs at the state level.

It is an accepted fact that a major problem with State Manpower Services has been State Bureaus of Employment Security. MDC has had

a significant impact on the North Carolina BES. With the possibility existing that Bureaus of Employment Security will have even greater involvement in manpower programs, OEO should continue to gather much needed information as to how BES can be most effectively and creatively involved with manpower trainees.

ELECTRONIC OPPORTUNITIES IN INDUSTRY

Introduction

Electronic Opportunities in Industry, administered by Educational Associates Inc., was funded in June, 1969 to provide training and skilled jobs in the field of electronics for 100 of the hard core population from the Triad Areas in North Carolina. The purpose of the program was to demonstrate the capability of private industry to apply its developed expertise to solving the problem of securing gainful employment for the "hard core".

The significant feature of this program is that an escalating scale of incentive bonus will accrue to project personnel in direct relation to the number of trainees gainfully employed upon completion of this project. This bonus incentive would enable every member of the project staff to increase their base salary up to 20%. According to OEO the major emphasis of this program is to test the profit- incentive demonstration as opposed to further demonstrations in electronics. The program was developed around employment opportunities in the electronics field primarily because it is one of the most rapidly expanding industries, offers good wages at all skill levels, and excellent opportunities for both upward and lateral mobility. Further, since members of minorities in the past have been barred indiscriminately from employment in the electronics field, this program will provide a excellent opportunities for placement of individuals in skilled and semi-skilled positions.

Program Administration

This aspect of the program, even as of the date of our last site visit, is extremely weak. The leadership required of the Project Director cannot be delivered effectively, primarily because he is not entrusted with administrative authority. The Project Director, who resigned last month, was usually hesitant to act on major problems without checking with the Board President in Detroit.

It is obvious that the Board has not created necessary communications between itself and project staff, as no Board members live in the Greensboro area and none of its meetings have occurred in Greensboro (if at all) since October, 1969. This has been the problem that has caused the greatest difficulty for the project.

In addition, there has been a turnover in key personnel that has also been problematic. The Executive Director and the Chief Technical Director both resigned within the period of one month, and the Chief Counselor was terminated, apparently without just cause. The latter action has caused anxiety and resentment on the part of the trainees, as the Chief Counselor was the staff member who related best and most closely to them. In addition, he was liaison between the staff and the Trainee Council and they liked and respected him.

As of the date of our last site visit, we learned that a new Project Director had been selected and that he would assume his position during the first week in July. Although it was apparent that several staff members were aware of the person selected, we were unable to reveal his identity.

There was little enthusiasm expressed over the fact that a new Director would be coming, either by staff or trainees.

Program Operations

A. Basic Education and Human Resource Development

The ABE component has been using the Mott programmed reading texts supplemented by other materials available at the project. The attack on the reading problems of the trainees has been a good one. The only problems observed were relatively minor and were mainly concerned with coordination of some very time-consuming procedures.

Instruction in math skills is an area in which PTTA has been continuously concerned. Even initially, the scope and direction of training in math skills, especially remedial math, was inadequate A number of students have considerable difficulty in this area, and the MIND, Inc., programmed materials that were being used presented only practice rather than learning, to the students. This matter was discussed with the project director and other staff who were to examine it thoroughly.

Adult basic education is now continuing only for the second group of students. The first group of students have had ABE cancelled all together. They now spend this time in technical training. The ABE participated in by the second group consists wholly of a course termed as language skills and based on materials published by Mott Publishing Company. Although it can be said that the Mott

series is adequate, the manner in which the materials are being presented by staff appears to be inadequate. In addition, PTTA never concured in the decision to discontinue literacy and math skills training for the total trainee population. It was felt, after having reviewed the test scores submitted by the project, that a very few of the trainees exhibited literacy and math skills sufficient to assure that they have the skills not only to complete the course but to secure and maintain themselves in employment by industry, and achieve promotions. Mathematics for instance, a particularly weak point among the trainees, was being taught by the technical instructors and was presented in a manner which might be considered similar to that of teaching by rote. Though the instructors are certainly qualified to instruct the trainees in electronics, PTTA did not feel that they possessed the particular skills required to develop a course of study in math which could realistically fill the requirements for basic remedial skills exhibited by a number of trainees. It would be more efficient and useful for the project to acquire programed texts similar to those presently being used in literacy training. In this way the various levels of mathematical achievement exhibited by the trainees could best be met. From this point the trainee could progress at his own rate . Literacy skills are considered by PTTA to be a very important part of the resources necessary for the successful completion of this

course of study as well as the potential of each trainee to obtain, hold, and progress in his new profession. Testing was administered to the trainees upon their entry into the program. At this time no follow-up testing has been accomplished nor is it contemplated. Therefore, no information is available as to whether any progress has been made as a result of the ABE which has been provided to the trainee population. Apparently, the decision to eliminate ABE was made without reasonable information.

When the adult basic education was originally developed, it was decided to hire four teacher aids to implement the program. As planned, it would be their responsibility to direct and maintain classes in reading and "HRD" sessions. Because of previously related problems in program operations, the HRD sessions resulted in unplanned gripe sessions. It was out of these sessions that a student body was formed and repesentatives elected to speak for it to the administrators of the program. This in a sense was a good direction for HRD to take, though it would have been preferable had these sessions been developed and planned ahead rather than left to chance. Although PTTA had discussed a variety of topics which could be considered by HRD sessions, little was done to implement these recommendations. Of the four teacher aids hired by the project only one still remains. The other three remained at the project for about two months. The remaining one was then assigned the responsibility

of maintaining the reading class (literacy skills) for the second group of trainees. (A critical reason for the elimination of teacher aids was that approximately two months after they were hired it was found that, without the knowledge of the director of the program, the corporation (EAI) had expended all of the twenty thousand dollars allotted for consumable supplies from which the money for these salaries had been drawn.)

During the time of our last site visit, we learned that HRD sessions had been almost entirely discontinued. For the most part, trainees were being taught Black History. Although PTTA feels that this subject is extremely necessary in promoting an awareness and appreciation of culture and while it is indisputably useful as a tool for interest and motivation, it does not suffice for the necessity of refreshing basic educational skills that the trainees also need.

B. Technical Training

While PTTA does not acclaim expertise in the field of electronics, it is our assessment that this aspect of the program is reasonably well implemented. We do feel that the limited Basic Education skills of the trainees may cause difficulties as the project progresses. However, the technical staff should be lauded for their efforts, especially in light of the fact that four of the five individuals had no prior RETS experience, and little technical

assistance has been provided them through EAI or RETS. It should be noted that the fifth technical instructor was hired only in April.

C. Stipend Payment Procedures

Another factor that has contributed considerably to the deterioration of the relationship between staff and trainees has been the docking of stipends. Upon entry into the program it was explained to trainees that docking of stipends would occur only for unexcused absence or lateness. There were no definite guidelines established and the validity of tardiness or absence by a trainee was left entirely to the discretion of the counselors. It was not long before these rules were changed and definite guidelines were published and distributed. These guidelines included a docking of one dollar per hour across the board (without regard to the amount of the stipend which is based on the number of dependents) whether the tardiness was one minute or fifty-nine. In addition, an accumulation of two days consecutive absence meant the deduction of the entire dependent payment for that week. Of course those trainees, who received no dependent payment could not be (and were not) penalized in this way. Furthermore, an accumulation of five days absence (consecutive or not, according to the published rules) was to be cause for dismissal. At first all but the dismissal clause were very strictly enforced. However, as a

result of massive complaints by the trainees, enforcement was slackened though rules were not changed. It was PTTA's recommendation that docking stipends be according to the actual payment received by the trainee for the thirty hours each week he or she was expected to attend. In this way although variations in the hourly rate would exist because of the additional dependent payment to some trainees, the overall effect would be the same proportionately for all. This recommendation was well received by the project director and has since been implemented. The fact that this problem arose, however indicates the weakness of project leadership. Another problem related to the issue of docking concerns the number of students absent or late from class (some have part-time jobs and are required to leave early; some are simply absent or late for no reason) who are not docked in most cases. The students were well aware that this condition existed and it has been the cause for great consternation on their part. This condition was discussed with the Project Director and he indicated that an effort would be made to discover the source of this inconsistency and correct it.

With respect to the amount of the stipend, we learned, in talking with trainees, that it has neither helped attitudes, morale, nor incentive. Many of them only attend classes because of their previous histories, i.e. fear of being incarcerated, probationary

status, etc. Regardless of the reason involved, most of the trainees complain or wish that the training allowance would be increased.

D. Job Development

An area of services which must be provided if the project is to be successful is the development of contacts with industry in the area. Little has been done to date. This activity includes contacts not only for the purpose of developing jobs and obtaining information about the types of jobs available in the electronics field, but also to provide an opportunity for trainees to become aware of the kind of industry for which they are being trained. From this activity should develop field trips to various industrial installations, discussions with workers in that industry concerning the kinds of training expertise and experience necessary in order to successfully perform on the job, etc. As far as it is known the only persons invited by the program to date to speak to the trainees have been police officers.

D. Counseling

In a program such as EAI, counseling necessarily plays a very important part in the progress made by trainees in their program of study. At the present time approximately 80% of the counselor's day is spent in unscheduled counseling sessions occasioned by tardiness and absenteeism of trainees. This tends

to place the counselor in a role similar to that of a policeman or truant officer. Needless to say it is one not greatly appreciated by the trainee population. It tends to alienate the trainee and prevent him from recognizing the counselor's true role in the program as well as to make it more difficult for the Counselor to define that role. Because most of the counseling provided the trainees by this component is not scheduled, it has not been possible to spend the needed time in outreach counseling. The needs in this area of counseling are great and if in fact counseling is to be effective, the counselors must show an interest in trainees other than when they are in the training center.

F. Supportive Services

This aspect of the program is tremendously lacking and little effort seems to have been expended to improve the situation. The fact that the project has to date, failed to provide the necessary supportive services (such as diagnostic medical care, dental, and eye care) tends to reinforce the alienation between trainees and staff.

Earlier in the program, contact was made with the Greensboro Health Department for the provision of comprehensive medical examination for trainees. Results thus far have been negative in that the Health Department has implied that their funds are not sufficient to

pay for these services to trainees. Since most, if not all of the trainees are probably eligible for these services, it is apparent that "red tape" has been thrust in the path, thus delaying the provision of these services.

The single supportive service which has been provided to the trainees by the project is the partial subsidization of a bus service for the High Point, N. C. trainees to and from the project. In the initial stages of the program trainees from High Point did not have transportation to the project. This problem was temporarily settled by arranging for a bus for which the trainees were to pay five dollars weekly. This transportation, however, was available to the trainees for only one month before the contract between the project and the bus company was terminated by the Project Director. This was done apparently because a number of students riding the bus from High Point, having arrived at the project, would stay on the bus and return with it. When it came time to pay the fare to the project for the bus which was contracted for this service the students refused to pay. Eventually the point was reached where the project lacked the funds with which to fulfill the contract and found it necessary to cancel it. Since the bus service has been canceled, a number of trainees have been transported each day by a counselor who lives there, and two other students from High Point who own cars. There are approximately 15 to 20 students who live in High Point.

SUMMARY AND RECOMMENDATIONS

The Electronics in Industry Program has experienced significant operational problems. Despite the on-going efforts of PTTA, administration and internal program management are still weak and the financial affairs of the project remain in a confused state. Staff is still in need of clearly defined roles and responsibilities; the ABE component has been seriously downgraded; the much needed Human Resources Development has been almost completely discontinued; counseling services are still terribly lacking; and supportive services are still almost non-existent.

Based upon the findings of our last site visit, PTTA makes the following recommendations:

1. Re-evaluation and refinement of policies and guidelines of the Board of Directors, thus transferring greater administrative control of the project to the Project Director.
2. Development of job descriptions, roles and responsibilities of project staff.
3. Greater coordination between all components of the program.
4. Development of an on-going in-service and training program for staff.
5. An intensive effort devoted to developing adequate supportive services for trainees.
6. Continuous job-related education and human resources development program for trainees.

7. Continuation of Adult Basic Education for all trainees throughout the duration of the program.

8. An increase in the training stipend in accordance with the progress and level of the trainee.

UPLANDS, INC.

Introduction

Uplands, Inc., also known as Full Utilization of Rural Program Opportunities, (FURPO) was originally funded in March, 1969. Its purposes were: (1) to promote ownership of small businesses and co-operatives by residents of the area and to otherwise foster involvement of these persons in ownership and participation in small businesses, co-operatives, organizations and activities which would contribute to their livelihoods and (2) to train persons to own and operate their own businesses, co-operatives, or other forms of income producing activity.

It is clear that the "Program Opportunities" of primary concern to Uplands are those dealing specifically with assisting small scale economic developments for persons in eleven counties of Southern Colorado and Utah. The program involved for the first time both rural and Indian Community Action Agencies.

Project Staff

Effective April 1, 1970, the Project Director resigned his duties as the result of a dispute with members of the Board of Directors for Region III (South Central Colorado) concerning the hiring of an individual as Economic Development Supervisor for that region. This incident and the Project Director's resignation led to the subsequent resignations of three other staff members. They were later persuaded to remain with the project although the duration of their stay is undetermined. His replacement was Mr. Steve Wingrad, who

is presently functioning on an interim basis as Acting Director. Because he is returning to law school next fall, Mr. Wingrad will be remaining only through June 30, 1970. This turn of events is extremely unfortunate for the project.

The remainder of the staff includes proven Community Organizers, Out-reach Workers, experienced businessmen, and Economists who have thus far provided top quality technical assistance to the citizens in the area.

The following is a description of program operations as of the date of our last site visit:

UPLANDS has continued its efforts on behalf of the rabbit owners, but little significant progress can be reported. The Gardner Wood Coop loan and the loan to Forrest Gray are progressing well. No response for SBA in the Bahah Zhonie Fabric loan has been received. A number of other loans are now pending with SBA.

The effort to develop financing sources at the local level has increased. Discussions were held with several local banks concerning their financing UPLANDS loans, with a 50% guarantee by UPLANDS. No blanket agreement could be negotiated, so each loan must be decided on a case-by-case basis.

The growing of greenhouse tomatoes is being investigated through contacts with persons with significant experience. Several possible growers have been contacted and are very interested, but no final arrangements have been made.

The sheep-shearing program continues to move slowly; the two-day training session for ten people should have been completed by the date of our visit but had not been held.

The Coop Specialist has spent extensive time in the Conejos and Costilla Counties assisting the OEO-funded emergency food Coops there. This service is critical in light of the fact that little professional technical assistance was built into the grant. His services seem to have been well-received to date.

Summary and Recommendations

The UPLANDS project is seeking to create and improve income producing opportunities for individuals in Rural Southern Colorado, and Southeastern Utah through the development of small business, cooperatives, community corporations, and small industry. UPLANDS has functioned in a manner similar to the Inter-Racial Council for Business Opportunity (ICBO) or the Council for Equal Business Opportunity. It has provided technical capability to poor persons in their efforts to develop new business opportunities, assisted in the operating ventures of Low-Income persons, and has seeked potentially lucrative opportunities for the poor through its own channels. In addition, UPLANDS is endeavoring to mobilize resources from all strata of the community to carry out projects which are of benefit to the entire rural area.

Progress in Economic Development, most especially in rural areas is an extremely slow and often painful process, particularly when operating with limited resources and a limited program design. Results cannot be

expected overnight. Planning must be careful, avoiding any risks as nearly as possible, since the rural poor can ill afford further failures.

UPLANDS is approaching its second year and it is anticipated that the program will be refunded this month for another year of operations. Unlike other refunded projects which can effectively utilize most of the experiences of their past year, UPLANDS is not in such a position due to the recent resignation of its Project Director and the expected departure of its Assistant Director. This occurrence places even greater demands on the proejct than existed previously.

Based upon our last involvement with the project, PTTA makes recommendations in the following categories:

a. Staff Development

A new staffing pattern has been recently implemented by UPLANDS. Staff turnover, especially in the leadership positions as discussed earlier, leaves major gaps in capability. The problems arising from such circumstances can be attacked by a well-defined schedule of staff training. Such training should synthesize past experiences of program staff into problem solving strategies, and a definition of past successful approaches, as well as build additional problem identification and problem-solving skills. Further substantive information concerning cooperatives, community corporations, small business, etc. must also be imparted.

Special attention must be given to training for the new Executive Director if he does not possess extensive experience in

Program Administration and Economic Development. A significant portion of Technical Assistance time must be spent to develop his skills, if the project is to move towards its goals and objectives.

A special training design should also be implemented for para-professionals so that they may be trained for promotions with UPLANDS, or as potential managers for cooperatives or community corporations organized by UPLANDS. Whatever the decision may be, however. Para-Professionals must be provided career development opportunities.

In light of the large distances involved with bringing UPLANDS staff together, it is recommended that an initial training session of one or two weeks be scheduled, with follow-up sessions to be held bi-monthly for two or three days.

b. Board Trai ning

The Board of UPLANDS has progressed well during the past year. However, there are still gaps in their understanding of the highly technical economic development activities of the project. Further training for the Board in this area as well as with respect to more complex administrative problems is clearly required. The critical issue is how such training should be organized.

Board members must travel many miles to attend meetings. Many can give no more than one day to meetings. It has been observed that the second day of a Board meeting is largely ineffective and perhaps disfunctional. Formal training sessions must therefore be

organized at the convenience of, and with the concurrence of the Board.

Other mechanisms should also be considered:

(1) Sessions for Board members might be held in the evenings in each Region. This alternative would eliminate major time and distance problems.

(2) Program Staff should involve Board members in specific projects. For example, the Board members for Region II should visit the Rabbit Raisers there to learn about the specific difficulties which are being experienced, and possible solutions to those problems. Such an experience will enable them to draft the most relevant overall policy possible.

c. Special Technical Assistance

Economic Development means involvement with a number of different kinds of ventures: agricultural, industrial, small businesses, etc. Within this broad classification there are innumerable specific types of activities. If UPLANDS is to successfully develop such new ventures, it must be able to call on specialized assistance when it is necessary. Assistance might be in such areas as: Market Analysis; Business Organization; Financial Resources, etc. It would appear that one of the more efficient methods for securing such assistance would be to give the project a pot of money with which to buy such services. The use of such a pot would, of course, have to be carefully monitored.

NEIGHBORHOOD FACULTY PROGRAM

Introduction

The Kent State - Akron Neighborhood Faculty Program, was funded in September, 1969 as the result of a planning grant given by OEO in June 1969 to Kent State University to gather data and select a planning staff to set up a model program under which members of the Black community in Akron would serve as instructors in a university accredited program of instruction and field experience in community affairs. The instructors would constitute regular university faculty (even though not having traditional academic credentials) and plan and implement a course of instruction based upon their unique backgrounds and experience.

Six such instructors are presently on the faculty of Kent State and are teaching two courses that were approved by the university for a full quarter of credit (16 hours) each quarter. The main course involved thirty students in a variety of on-going neighborhood activities in Akron for thirty hours each week. This practicum was supplemented bi-weekly with a forum on the Kent campus in which the students, Neighborhood Faculty and other invited faculty attempted to integrate the practicum with other ongoing courses of instruction.

The program provides the opportunity to test the efficacy of the urban poor deciding, as legitimate members of a university faculty, what should be taught, how it should be taught, and who should teach it. It

creates an opportunity to initiate and evaluate a new career line for inner city residents in a university and allows students to learn about poor urban America from a perspective unavailable to them within present university structures.

Project Staff

The Project Director, was Dr. Thomas Lough, Associate Professor of Sociology at Kent State and Principal Investigator for the planning phase of the project. At the time of our last site visit, we learned that Dr. Lough would only remain until the end of the summer and that a new Project Director, Mr. Blanford Fuller, had been hired and would come aboard full-time basis sometime in June. Mr. Fuller was formerly Director of the Greater Akron Community Action Council. The Student-Staff Coordinator is Miss Elaine Wellin who was Curriculum Development Coordinator and Educational Consultant in the Human Relations Center at Kent State. She functioned as Co-Principal Investigator during the planning phase.

The Faculty presently consists of six persons (a Faculty Chairman and five instructors) who are members of and active participants in Akron's inner city. Mr. Raymond Broaddus serves as Faculty Chairman. He and the other faculty members were selected on the basis of their knowledge of the various inner city community affairs, their involvement in these activities, their ability to articulate their knowledge, and their willingness to assume responsibility for developing and implementing the course of

instruction. PTTA must emphasize its feeling that the greatest reason for the success of the project thus far can be attributed to the committment, dedication, competence, and innovative ideas of the neighborhood faculty.

Institutional Relations

One of the most significant results of this program was to be the development of a neighborhood faculty program model which would be generally applicable to any urban university setting. Additionally, it was anticipated that the program would be institutionalized within the university upon successful completion of the program.

During the OEO monitor's visit to the project in April, university officials were extremely positive in regard to designing a career development plan for neighborhood faculty. Toward this end, they committed to put into writing the following intentions:

1. To pay either the whole or part-time salary of a new Project Director
2. To provide a percentage of faculty salaries from University funds in order to place the project more solidly in the campus context during the next school year.
3. To design and approve a procedure whereby faculty could receive credits leading to a degree for "life experience", "work experience", and other academic involvements.

Regretably, however, only one of these committments has been honored. At the time of PTTA's last site visit, university officials were non-committal on the latter issue and were very definitely negative with

respect to assuming the costs for salaries. The University Provost explained that in light of the recent tragedy, the University's budget would be extremely limited and he could not possibly foresee being able to fulfill this committment. He did state, however, that any faculty member was permitted up to five hours of credit per quarter at no cost and approval for more than five hours of credit could be obtained through himself and the academic dean of the school in which the faculty member desired to enroll. He felt that the neighborhood faculty should be encouraged to take advantage of this opportunity. With regard to the hiring of a new Project Director, the University has agreed to pay the salary of Mr. Fuller on a full-time basis as soon as he can free himself of his present responsibilities.

It is difficult to determine whether the lack of progress in this area is a result of the recent tragedy, lack of coordination and leadership of the project, or to the limited time that the project has been in existence. Which ever the case, it is apparent that this demonstration feature has yet to be realized and that little progress seems likely in the near future.

Public Relations

Despite an initial series of "bad press" regarding certain members of the program, public image of the program is extremely positive. Numerous articles have appeared in the Akron Beacon Journal, (the major Daily of the community) and the Kent Stater. (the KSU student newspaper).

In addition, a UPI release was reported to have reached The Sacramento Bee on February 22, 1970, and a Minneapolis newspaper during March.

Television and radio coverage has been quite extensive. Several appearances have been made on KSU's closed circuit television program "Reverb". Appearances have also been made on Akron WAKR - TV's Civic Forum and on Akron radio WHLO's Community Hour.

Perhaps most exciting from a national standpoint was Cleveland NBC - TV's coverage of the program for "Montage". Montage is a regularly scheduled, weekly film-documented series shown on NBC channels in Cleveland, New York, Washington, Chicago, and Los Angeles and has also been rebroadcast overseas on Armed Forces Radio and Television Service.

Another interesting bit of publicity was a display by the KSU News Service on the first floor of Merrill Hall (on a heavy traffic corridor) of ten of the best photographs of the program last fall. The display was set up for approxmiately three months and attracted a number of inquiries regarding the program.

Community Relations

Generally, the program appears to have had a significant impact upon the Akron community. Initially, there was apprehension as to whether the students would be accepted by the community, but these doubts have generally been dispelled. This is indeed creditable in that the role of both students and teachers is a difficult one. Both must maintain a delicate

balance in their relationship with the community. If they become too involved, they may be seen as outsiders trying to run things. On the other hand, if they are too distant, then the effectiveness of the program is shattered. Students however, are becoming more deeply involved in the community and are not only learning a great deal about it, but also constructive action they can take to serve the people. Special attention has been and will continue to be given to insuring that the community is not simply informed, but intelligently informed about the program and its goals.

In talking with a number of residents of the community during its last site visit, PTTA found reactions to the program to be extremely favorable. There appears to have been an aura of trust established and a growing acceptance of the new educational methodology advocated by the program. For the most part, this can be attributed to the efforts of the neighborhood faculty. It appears that they were the most instrumental in creating the image that the program now has in the community.

Plans were also being made to conduct a number of seminars during the summer which would further publicize the program and provide more information not only to the community at large but to other interested persons outside of the area.

Program Administration and Management

The project administration, according to the original proposal, would be composed of two persons, one of whom was full-time, the other

part-time. Although their functions have dealt primarily with administrative affairs, the program has from its inception, suffered from a problem with regard to inadequate leadership and role definition which has manifested itself in numerous ways.

Until recently, the Faculty Chairman, had no real administrative power although all evidence points to the fact that he was generally the one responsible for most action initiated by the Program. This placed him in a particularly vulnerable position in his relationships with other faculty members, particularly when he attempted to enforce any type of disciplinary control. Both the Chairman and faculty suffered from a lack of guidance and direction which they sought from the Project Director. Although quite competent to implement the curriculum, they appeared uncertain as to just how it should be planned and executed. In several cases, it appeared that they lacked confidence in their own skills and capabilities. In addition, there was no measure for them to determine their effectiveness at performing their duties, as the duties had never been defined.

The Project Director interpreted his role as primarily a liaison between the neighborhood faculty and the university, performing such tasks as authorizing facilities and supplies, arranging public appearances, and serving as a channel for grades and credits for course offerings. Additionally, as he originally conceived the idea for the program, he saw it as his duty to provide the philosophical base upon which it operated. This meant writing about and analyzing the program. Somehow, he felt that

growth of the faculty would occur as a result of "learning by doing". It was not until very recently that he realized that the program was suffering from a lack of planning, content, and structure.

The Staff-Student Coordinator (a part-time position) role was also unclear, particularly in that this function appeared to have been carried out by the Faculty Chairman. Although project staff indicated that her assistance had been one of the major reasons for the success of the program, it is diffucult to determine what specific functions she performed.

During our last site visit, all of the faculty members were interviewed in an effort to determine their attitudes about themselves, the project, and its administration. It was quite evident that they questioned the competency of the project administration because it had failed to provide them with either the necessary skills or knowledge of how skills could be acquired that would allow them to work more effectively. Despite the fact that the project has experienced inadequate leadership and despite the fact that the faculty has been deprived of any systematic opportunity to complement its skills, it appears that both students and faculty have experienced growth and development as a result of their exposure to and experience in the program. It is felt that the new Project Director will be the key to the future success of the program toward realizing its goals. Based upon conversations with him and with numerous persons in the community, it is apparent that Mr. Fuller brings to the project strong administrative and management skills. He has indicated that his plans

include a complete redesign of the program. Since administration and management have been major problem areas, PTTA feels that with the addition of the new Project Director, these problems will be alleviated in the near future.

Program Operations

A. Recruitment

Recruitment for each quarter has been extremely successful in that a large number of students expressed interest on each occasion (students were requested to fill out "Student Interest Cards"). Letters were sent to interested students inviting them to interviews with the Neighborhood Faculty prior to registration. Interviews generally followed an Interview Schedule designed by faculty and staff. Students were asked to bring with them a few paragraphs about themselves, their aspirations, and their reasons for desiring entry to the program. A full complement of thirty students has been enrolled each quarter.

B. Orientation

One week of the 11-week quarter was set aside for general orientation. This included an introduction of the program and its staff, an overview of program content, program pre-testing on personal attitudes and program content, and several sessions in which students were prepared for the intensive community involvement that would begin immediately.

Techniques used in these sessions included role play, large and small group discussions, and individual meetings. Students were sensitized to the myths and stereotypes each probably held toward the black, urban community and became familiar with the possible reactions they would encounter with its people. Sessions were held in which students opened themselves to discrimination and name-calling and during the course of these sessions they received help with new vocabulary and word usage, and general tips on handling themselves in the community.

C. Curricular Activities

The second week began with a tour of the city and continued with introductions to agencies and organizations, the people associated with these agencies, and other, important members of the community at large. Through visiting such agencies as the Community Action Center, the Neighborhood Centers, the Senior Workers Action Project, Model Cities, Metropolitan Housing, and the Rat Patrol, the students gained an understanding of and started working with these agencies in the community. They learned their functions (both stated and operational) and followed each agency's work as applied to the individual problems of the people. Each student worked with at least one agency, although students have found that organizations are interrelated and form a complex system to accomplish their individual goals.

D. Interdisciplinary Forum

The Forum was a distinct portion of the program in which students reflected upon their community experiences and placed them within comparative, theoretical perspectives. They were helped in this task by the program faculty, invited university faculty, and community resource people who had expertise on current topics. In the first Forum, a university professor lectured on the Black Family structure. Students and faculty rebelled at this lecture format for, compared with the 'on-the-streets' instruction, this format seemed deadly dull. The format for subsequent forums has now been changed so that visiting resource people sit with the group and university resource people in discussion on selected topics. Information exchange takes place on a more informal basis. Student and staff report this structure more satisfactory although it is still in need of improvement. The concerns of those at the university and the concerns of those in the community are certainly at variance and building a bridge of communication have at times proven difficult.

E. Curriculum

The present curriculum can generally be described as an examination of the life styles of the Akron inner city: the social, political, and economic forces which created it, and the values, pressures, and constraints involved in changing it. The following

is a list of basic topics discussed: (although changes and revisions may have occurred at some point)

1. Family Structure
2. Employment
3. Housing
4. Education
5. Welfare
6. Class Perception
7. Power Structure
8. Production and Distribution of Goods and Services
9. Law and Order
10. De Facto Segregation
11. Youth and The Elderly
12. The Church as an Institution

F. Curriculum Development

Although in the early stages of the program curriculum development meetings were held and curriculum developed, utilizing whatever research material was available, there is presently no systematic approach to curriculum development. It is evident that curriculum needs more structure and that instructors are in need of a common base of knowledge and understanding from which to even attempt development, not to mention actual implementation.

G. Curriculum Evaluation

According to the faculty, curriculum has been evaluated in two ways: (1) its effect upon the students (2) its relationship to other curricula intended to acquaint students with Black urban studies. However, as far as could be determined, the only overall measures of the effects of the program, to include curriculum, have been the

attitude and content questionnaires (filled out by students at the end of the quarter) and the Student Report. Nothing has been done in an attempt to find other curricula which are intended to acquaint students with and/or involve them in Black community affairs.

SUMMARY AND RECOMMENDATIONS

The Kent State - Akron Neighborhood Faculty Program is a unique educational venture with a number of very innovative Research and Demonstration features. American universities have heretofore been unable to contribute significantly to the economic and social development of its communities. The fact that inner city residents have perceived universities as places inaccessible to them, combined with the fact that today's students are seeking more relevant and more practical instruction which reflects the social problems they see about them, leads to the unmistakable conclusion that these three groups-- the university, the inner city, and the students, --must be united in a viable relationship which can begin to generate solutions to the problems of these groups as well as to those of society.

The Neighborhood Faculty has demonstrated rather effectively their capability of functioning in a university structure and their competence in designing and implementing an accredited course of instruction. Additionally, students have demonstrated that such a course of instruction has significant influence upon their aspirations and their attitudes with regard to the Black community. The program has also had a tremendous

impact upon the Akron community as well as the general public. The question that PTTA feels remains unresolved is the real impact of the program upon the university establishment and whether the ultimate goal of institutionalization will be fulfilled. If the program can become institutionalized under its present design, it would without a doubt, be a tremendous success and would serve as a model applicable to numerous other urban university settings in the country.

Based upon our extensive knowledge of the project and also upon the findings of our last site visit, PTTA makes the following recommendations:

1. Development of a Career Development Plan for Neighborhood Faculty providing credits for "life experience", "work experience", and other academic involvements that would ultimately lead to a Bachelor of Arts Degree.
2. Development of a Staff Training Program that would further develop competence and capabilities and equip faculty with skills necessary to design curriculum and educational activities that are relevant to the needs of the students and the community and that can be integrated into more university courses of instruction.
3. Improvement of administrative management; leadership; definition of roles and responsibilities; and overall program coordination.
4. Documentation of significant activities and accomplishments of the program that indicate both the progress of the program and its impact upon those that it serves.

5. Systematic evaluation of the program whether internal, (employing faculty, students, university, and community) or whether by a third party.

ADAMS-JEFFERSON IMPROVEMENT CORPORATION

Introduction

Adams-Jefferson Improvement Corporation was funded in May, 1969, for the purpose of demonstrating how a CAP agency could develop itself into the major manpower agency for the poverty population in Adams and Jefferson Counties in Mississippi. The program was to immediately develop a variety of demonstration training projects in the area of finance, real estate, consumer education, construction, agriculture, business development, and youth programming. It would then expand these projects and begin new ones using other sources of funds. Concurrently, AJIC would develop for the two county areas, a major manpower plan to include all sources of manpower funds and define the roles of all manpower agencies thereby making AJIC the major coordinating agency as well as an important program operating agency. In addition, the entire project office would serve as an on-the-job training ground and developer of new Careers.

Project Staff

Both the Project Director, Mr. Lamar Braxton and the Manpower Director, Mr. Johnny Harris appear extremely capable of performing their respective functions. A striking feature of the program appears to be the dedication and hard working spirit of all of the staff. There is evidenced

a firm and total committment to the program and its objectives. Staff members are quick to recognize their own technical deficiencies and training needs and are quite eager in soliciting advice and consultation.

Program Administration

During several of our earlier site visits, a few staff members expressed frustration over the apparent slugglish response of project administration. Although PTTA believes that there was some basis for this complaint, we had also observed a reluctance on the part of some staff to deal forthrightly and directly with the Project Director. We believe that this problem resulted more from a lack of administrative knowledge and sophistication on the part of staff and general unfamiliarity with the complexities of administering federally funded projects in compliance with regulations. This problem was addressed directly to the Project Director as well as to the CAP Executive Director, both of whom received the criticism well. PTTA did not view this problem as a serious one and thereby recommended that the Project Administration take immediate and direct action with Project staff in the form of a staff training program.

Program Operations

a. Adult Basic Education

It should be stated from the outset that both staff and trainees are all highly motivated and have expressed great interest in making this component work. The instructors, have done an admirable job in pooling their knowledge and resources in planning the development and

operation of an ABE component. Both are capable and hard-working. Although they are not trained instructors, PTTA feels that provided appropriate training and support, they will make excellent ABE instructors.

The first obvious problem has been the lack of clear definition and distinctive goals for the component. The component appears to have been an effort to reproduce the typical public school classroom. Because of the instructor's lack of training and experience in designing ABE curriculum in a manpower training program , it appears that they have fallen back on what they do know--how a public school classroom operates. Although comments have been made concerning bringing trainees to the point of passing the G.E.D., this has been more of an obscure and undefined goal than a clear one. Despite its recognition that the ABE component should be closely linked with vocational training, staff has been unclear as to how this could best be implemented. In addition, there appears to have been conflict between teaching basic educational skills and the objective of passing the G.E.D. As a result, neither objective has been systematically pursued.

The materials available for ~~use in~~ the ABE instruction are outdated and irrelevant. Some of the texts used hold copyrights as old as 1941 and 1954, while others are library discards. The program has also purchased some Steck-Vaughn materials which, although of newer vintage, appear to be no more relevant than the older materials. Further, because of their design, they still place a heavy burden on inadequately trained

instructors to organize a classroom and to reword and revise materials. This is more than should be expected of the staff and is more than it is necessary to demand.

The curriculum currently used is generally adequate if examined part by part, although the relevance of various subject matter within it is questionable. The real question is not whether the curriculum is adequate in itself, rather if it is adequate enough to meet the needs of trainees who are required to learn specific content in conjunction with their vocational training.

The ABE instructors need considerably more training in the learning process of students and in the function of various teaching techniques and how they should be used. The program would probably function much better if programmed instructional materials were used which would facilitate both instruction and learning and would provide content material which would be more relevant to the needs and interests of trainees. (Such materials are available and information concerning them was sent to the project.) The ABE staff has complained regarding the difficulty of handling a group of trainees who are at different levels of ability.

As of the date of our last site visit, the situation with regard to ABE remained essentially unchanged. Dr. George Acres of Florida State University who is a Consultant to Multi-Racial Corporation submitted a report to OEO (based on a visit to the project in February) which dealt specifically with recommendations for staff training and overall improvement of the ABE component. PTTA regards the approach and recommendations taken by Dr. Acres as being a realistic and positive approach to significantly improving the quality of ABE training.

b. Counseling

Counseling has been and still appears to be the weakest component in the program. The weaknesses result from a lack of clear definition and mission for the component as well as what has appeared to be inexperience and lack of confidence of the counselors.

In the past, much of the time of the two-member counseling staff was taken up with testing and test scoring in conjunction with the ABE component. This activity, however, seems to have had little direct meaning and purpose for all involved. The ABLE tests previously used were clearly inadequate. A majority of the trainees tested scored at the highest level, Grade 6.0. Obviously, they would have scored higher had the test had a higher ceiling. At the time of our last site visit, we learned that use of this grade level had been discontinued and replaced by ABLE Form B--Level II which has an 8th Grade ceiling. Counselors were previously informed of other tests available and their functions and values. We later sent test catalogues and information regarding other tests that might be used.

Discussions were also held between the Counselors and PTTA staff regarding the negative aspects of testing for the sake of testing. Counselors were encouraged to redefine, along with staff of other components, the role of the counseling component in general, and the testing effort in particular, in the context of the overall program. During our last site visit, we were informed that tests are only given now primarily for the purpose of grouping trainees in ABE classes into levels according to their abilities. We also learned that both individual and group counseling sessions now take place on a regularly scheduled basis to include family visitation.

Since there appeared to have been a genuine objective of the program to bring as many trainees as possible to the point of passing the G.E.D., counselors were encouraged to consider development of a program to teach test-taking skills for those trainees judged ready or near ready for the G.E.D. exam.

One of the counselors has expressed on numerous occasions, her concerns about her limited experience in manpower programs such as AJIC. She expressed a desire to consult with and observe counseling components operating in other programs. Since both counselors appear anxious to learn

and play a more functional role in the program, PTTA concurred and recommended that AJIC provide some time for counselors to spend in the field observing counseling components in other man power programs.

c. Clerical and Business Machine Training

This component has developed well despite the lack of resources available to it. Books and materials for this component have been scraped up wherever possible. Some materials have been good; others totally inadequate. Materials and equipment for training are very much needed by the instructors. Even simple things like analysis paper for sample accounting balance sheets has not been readily available causing regular lined paper to be used. The typewriters (six manual and 1 electric) used are not the sort the trainees would be required to use when employed in a store or office. A diagram of a typewriter on the wall was hand-drawn by one of the trainees from an instruction book, because no other was available. If training is to be properly carried out, other business machines are needed, such as cash registers, calculators (presently only a simple adding machine is available), and other office machines.

The trainees, although generally possessing the highest grade levels in the program, have presented the instructors with the difficult task of meeting needs for the different rates at which they advance. This could be in great part remedied by the use of structured programmed material. This has been the case with the programmed business math presently being used.

It is wholly unrealistic to attempt to provide meaningful training in the clerical and business machine operations area, utilizing outmoded equipment. Since no present-day office or business uses equipment similar to that on which the trainees are presently trained, the value of training would be virtually nil regardless of how well trainees performed. This is a particularly serious problem in so far as it appears that there is a real job market in the area for clerical and business machine operators. PTTA recommended in its April report that the program discard all of the equipment presently used for training, and that it lease or purchase new equipment identical to that currently in use by potential employers. We still maintain this point of view in addition, the component needs new and relevant teaching materials. In view of the success experienced with the programmed math texts, we have further recommended that all materials purchased by the program be in programmed format.

d. Housing

This component appears to be one of the most successful within the manpower demonstration. At the beginning of the program, an analysis of the employment characteristics in the building trades was undertaken by the Housing Program Developer. As a result of his professional knowledge and experience as well as his contacts in the area, he had a general sense of the areas and content of the training to be undertaken. After consultation with companies and individuals involved in construction trades in the area, he

was provided additional information against which the potential value and relevance of skills training were evaluated. The skills training has thus appeared adequate and trainees have appeared to be most interested and involved in the training.

The most pressing problem experienced by this component has been in preparing for the planned OJT status of the trainees after the 5 month training cycle. It was the intention of the program to provide basic skills in each area and to then move the trainee into an OJT setting where he would develop his skills as a craftsman. The proposal specifically identified an OJT component in conjunction with the housing component. However, funds for this OJT phase were not identified or provided in the budget. AJIC should move to identify and create OJT slots for trainees currently in the program and to identify whether or not OJT funds are available from the Department of Labor. If such funds are not available, then the cost of such an OJT effort should be determined and the AJIC budget amended to provide the necessary funds. OJT slots should have been developed so that training and employment would not be delayed at the end of the in-house training cycle. Eight trainees have been placed in jobs, however, they lack experience because the skills provided by the program do not give trainees skills as finished craftsmen; they only prepare them to become craftsmen. Although training may provide entry level construction jobs, without an OJT plan and slots, they are worth little more. We learned during our last visit that efforts have been initiated to

form a consortium of contractors in the building trades to provide OJT for trainees.

The H. D. C. will also be a major potential source of employment in the building trades. With the development of a comprehensive OJT plan and the formulation of the H. D. C., the future success of the Housing component appears good. There is, at present, an acute shortage of labor in the building trades in both Adams and Jefferson Counties. Thus, the prospects for employment of a large number of men appears to be good, particularly with the development of the OJT component.

E. Agriculture - Coop

Development of this component has progressed very well in spite of what initially was a serious handicap due to lack of adequate resources. Earlier in the porgram, all expenses that were not provided directly by the program had to be paid by the farmers themselves, out of their $23.08 weekly stipend.

The first project year was intended to focus on planning for implementation of an Agriculture Co-op during the second grant year. With the exception of planning staff, no monies were budgeted for the current grant year to implement the Agriculture Co-op Component.

Due to the zeal of the Supervisor of the Co-op Component and the unanticipated ease of organizing local poor land owners

to participate in the Co-op, it began operation during the current grant year. Although this was a good development it resulted in a crisis because essential monies for implementing the Co-op were not available within the budget.

During our April site visit, we learned that funds had to be provided immediately since the participating farmers had begun to harvest turnip and mustard greens for which they had a market. They could not sell all of their product even though they had buyers due to the lack of adequate transportation to deliver the product when needed. The farmers were just entering the major growing season. If they had been unable to obtain the necessary resources immediately, it is certain that a significant portion of the crop would have been lost and that those which survived would have rotted due to their inability to successfully get their produce to market.

Funds requested for implementing the Co-op Component were probably a one-time investment since the Co-op is designed to become self-supporting by the end of the first successful growing year.

Another interesting development in conjunction with the Agriculture Co-op Component is the fact that small white farmers have indicated to AJIC that they would like to participate in the Co-op when it becomes apparent that the Co-op has the necessary resources to assure its success. The ten (10) participating farmers

are all Black. The interest of small white farmers in participating in the program indicates significant social, cultural, and economic development in Mississippi. Economic discrimination by white Agriculture wholesalers (suppliers of seeds, fertilizers, herbicides, etc.) has long been established and is well known in the state. A coalition of Black and White farmers will have a significant impact on reducing economic discrimination based on race.

We learned that Jackson is the only existing major wholesale produce outlet in the State of Mississippi. This fact results in a current situation of excessive and great inconvenience in marketing produce. AJIC feels that the prospects are good for opening new markets along the Mississippi River in the southern part of the State. Such markets might result in the development of racially integrated Agriculture Co-ops in several areas of the state. Such a development could have far reaching positive effects not only for impoverished land owners in the State, but for the economic growth in the state as a whole.

The project recently made a request to the Federation of Southern Co-ops for approximately $30,000 to support the AJIC Agriculture Co-op Component. A meeting was held in early April in Atlanta with the Federation. However, the request was denied.

At the time of our last site visit, prospects for the Co-op had improved significantly. Two new tractors had been purchased from a local dealer in Fayette; the weekly stipend of the farmers had been raised to $40.00; and a GSA pickup truck and full-time driver had been assigned to the co-op in order to transport produce to the markets in Jackson.

F. Educational Toys

Until recently, the Educational Toys Component had been floundering. The original concept, as described in the proposal, was based on information provided by a Mrs. Linda L. Gitter, a member of the Consulting Editors of Children's House, and one of the leading Montessori consultants. However, since the funding of the program, Mrs. Gitter has had no contact with the program and to PTTA's knowledge nothing was ever done to provide the consultant resources necessary to determine the feasibility of manufacturing and marketing Montessori Toys. Vocational activities of the group have consisted of making hand-made stuffed animals for which there was no commercial market.

The toys presently produced by the trainees have certainly been the result of much hard and diligent work. Much time and thought have gone into the design and manufacture of the toys. Many are of high quality. The motivation of the women being trained has also been extremely high. Likewise, their expectations of

being able to go into business in the foreseeable future have been high.

At the time of our April site visit, no definitive steps had been taken to identify a market for these or other toys which the group might manufacture. AJIC clearly did not have the resources to do a market analysis and did not have the appropriate consulting resources to perform such an analysis.

The cost of producing the toys which the group has made is prohibitively high, and no effort was ever made to investigate the adoption of mass production techniques. There was no training in the use of hand tools, jigs, etc., essential in any manufacturing operation aimed at making a profit.

As of the date of our last site visit, this component had made significant improvements. It has now become incorporated and is, at present, functioning in a corporate capacity. (Corporate shares have been sold.)

A definite market has been identified. In fact, the firm now has more orders for products than it can manufacture on short notice. Presently, the firm is not manufacturing goods on a mass productive scale, (such would be fruitless at present), simply because other attributes which give rise to mass production are not existent, i.e., people, machinery and capital.

All the members of the firm appear to be extremely creative and skillful in the use of the machinery and tools on hand.

Management and supervision of personnel and procedures is extremely efficient. All of the workers and other personnel express a keen interest in the outcome of the business. Therefore, this component should eventually be quite successful.

Contacts have been made with an outside firm for acquiring new business, and, to date, a response has been received from a toy manufacturing firm (Educational Innovations Inc.) in New Jersey, which looks quite promising.

G. Youth Program

The scope and direction of the youth program has changed somewhat from what it was initially. Rather than being concerned only with recreational activities, the program's major thrust is more directed at the development by the youth in the community of their economic resources and an ability to direct those resources in ways productive for both the community in general and the youth in particular. A youth council was set up as a representative body of each of the youth halls in Adams and Jefferson Counties. This council coordinates the efforts of each of the cells with that of the others, as well as with agencies and others capable of providing resources to them.

The Youth Director is working with the County Board of Supervisors in Adams County in an attempt for the Youth corporation to develop and operate a recreation program with funds made available by the county.

Plans have been developed for a youth operated Dry Cleaners which provides twenty OJT slots for youth. A proposal was recently submitted to OEO and youth are anxiously awaiting its approval. In addition, plans have been made for a "garden club", a youth operated Co-op type Day Care Center, a youth operated snack bar in the recreation center, and a youth operated Afro Shop. On the surface, all of these plans appear attractive and worthwhile. The economic feasibility of such a thrust has yet to be determined, although the youth director's approach seems realistic. A charter has recently been completed to incorporate the youth component. The corporation will now become a delegate of AJIC and operate as an independent component with its own youth board.

PTTA recommends that the project secure the appropriate consulting services in support of the youth component's economic development objectives.

H. New Careers - Job Development

This component, in the original proposal was conceived as "New Careers"; however, in its major thrust and direction, it has resulted in solely a job development effort. PTTA has therefore recommended the title New Careers be changed to Job Development. As a job development effort, this component has functioned relatively well. The New Careers or Job Development Specialist has been tenacious in pursuing the opening of jobs with firms which resist participation in the program on racial grounds. She has made major inroads in soliciting the cooperation of two of the area's largest employers--International Paper Co. and Sears Roebuck and Co. In the case of the latter, the Vice President of Sears has visited the program several times and has conducted classes on job interviews and the performance requirements on various jobs available at Sears. He has assured the program of the cooperation of Sears with AJIC both in terms of overall technical support for the program and in terms of hiring program graduates.

There has been clear need for closer coordination between this component and the ABE and vocational training components of the program. The Job Developer has indicated that although she has succeeded in obtaining a number of job orders from local employers, the pool of applicants to the program often has not been ready for job placement. She feels that the problem could best be dealt with by providing basic vocational training through the institutional program within AJIC followed by OJT placements for

all job classifications. PTTA concurs with this recommendation. However, to structure an OJT phase for all job classifications would require a modification of the present grant since the grant provides for OJT (without funds) for the Housing component only. PTTA has recommended that such action take place.

It is also clear that the Job Developer has more responsibility than she is capable of assuming. This problem would be greatly increased if the program endeavored to developed OJT slots for all trainees upon completion of the institutional phase of the program. It was therefore recommended that the program hire another job developer. It was further recommended that an attempt be made to hire a white male for this role, since it is obvious that such an individual could possibly deal more effectively with some of the racial problems encountered to date. PTTA recently recommended that AJIC develop a business advisory committee in support of the project. Members of the business establishment and the local Chamber of Commerce should be invited to sit on this committee which would be charged with responsibility for assuring effective job development and quality on-the-job training in conjunction with the program. During our last site visit, we learned that such a committee had been established and that its first meeting would take place on July 10th. At that time,

approximately twenty-five committments had been made by employers in the Natchez–Fayette areas to serve on the committee.

Negotiations are presently being made for Jefferson Davis Hospital in Natchez to provide twenty OJT slots for nurses aides.

Job placement is important; however, the New Careers Specialist slot was apparently intended to supply something more than another "Employment Service" to the community. Instead it should support the manpower training effort of AJIC in the area of meeting community needs.

Job development success depends in large part on the scope and effectiveness of relationships developed in the business community; the identification of the employment characteristics of Adams and Jefferson Counties; the numbers and kinds of jobs available; and the requirements to fill them, both as stated by the employer and the real requirements. Through the development of a strategy in these and other areas, the program will have data about the community and hopefully cooperation and consultation with business.

Summary and Recommendations

The Adams-Jefferson Improvement Corporation has successfully moved into full operation during the past six months. Training programs exist in Construction Trades, Manufacture of Educational Toys, Sales Clerks, and Vegetable Farming. The project is endeavoring to create viable economic

development ventures utilizing the individuals whom they are training.

AJIC has the necessary groundwork to establish a Housing Development Corporation which would eventually employ the persons trained in low-income housing construction. The Educational Toys effort to design and manufacture Montessori toys has finally been provided with the necessary assistance to do so.

The Agriculture Coop is doing well relative to production and marketing. Since transportation has been provided to transport products to market, this cooperative venture may well be ready to stand independently, once the proper legal organization has been completed.

The Youth Development Program has begun to demonstrate its potential for significant impact in Adams and Jefferson counties. A relatively strong organization is now growing, and has begun to consider a number of economic enterprises.

In general, AJIC possesses significant potential for impacting the Manpower and Economic Development problems of these two rural Mississippi counties.

Based upon our last involvement with the program, PTTA makes the following recommendations:

1. Development of a more concentrated in-service training for staff. This is particularly true with regard to ABE staff.

2. Although the project is demonstrating some important

features relevant to rural manpower programs, its present pattern of operation is not fully consistent with the proposal as originally funded. The present operation of the program is viewed as being more realistic at this point and time, than the original project design and therefore it is recommended that the project formally amend the design to more accurately reflect the présent program.

3. The project proposal provides for OJT in conjunction with the housing component only. Although a related OJT component was approved in the proposal, no funds were provided in the project budget for the provision of OJT. It is recommended that the project pursue a budget amendment which will provide official funds for OJT in all vocational areas following the institutional training phase.

4. Development of closer coordination between all project components, particularly between the job development component and the vocational training component.

5. The Youth Component and Agriculture Coop, need immediate consultation from Specialists who can assist the project and advise viable markets for the various economic enterprises which these components wish to enter. Although the project has developed a number of seemingly sound ideas for economic development ventures, the feasibility of these ventures cannot be determined without detailed analysis of the relevant market.

Please note the absence of a specific section of Recommendations and Suggestions as part of the overall report. They have been included as a part of the profile for each of the individual projects.

SUMMARY

Pacific Training and Technical Assistance (PTTA), is cognizant of the fact that in spite of its ambitions, within the time and budgetary constraints in which our contractual agreements were pursued, only limited goals could be accomplished. This is true regardless of the original intent, degree of corporate integrity, or shifting of priorities due to uncontrollable external events.

We believe, however, that our productivity and effectiveness is empirically observable when analyzing the quality and comprehensiveness of the monitoring and technical assistance efforts thus far. The requirements of the contract have offered a significant challenge which we have attempted to fulfill in a realistic and objective manner. We trust that our efforts will ultimately be useful in developing future Research and Demonstration plans and in assuring an effective Research and Demonostration effort.